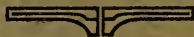


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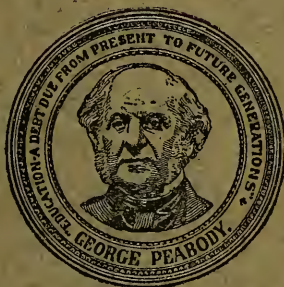
SEPTEMBER, 1912

Vol. I. No. 1

## PEABODY COLLEGE BULLETIN



# GEORGE PEABODY COLLEGE FOR TEACHERS



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ITS EVOLUTION AND PRESENT STATUS

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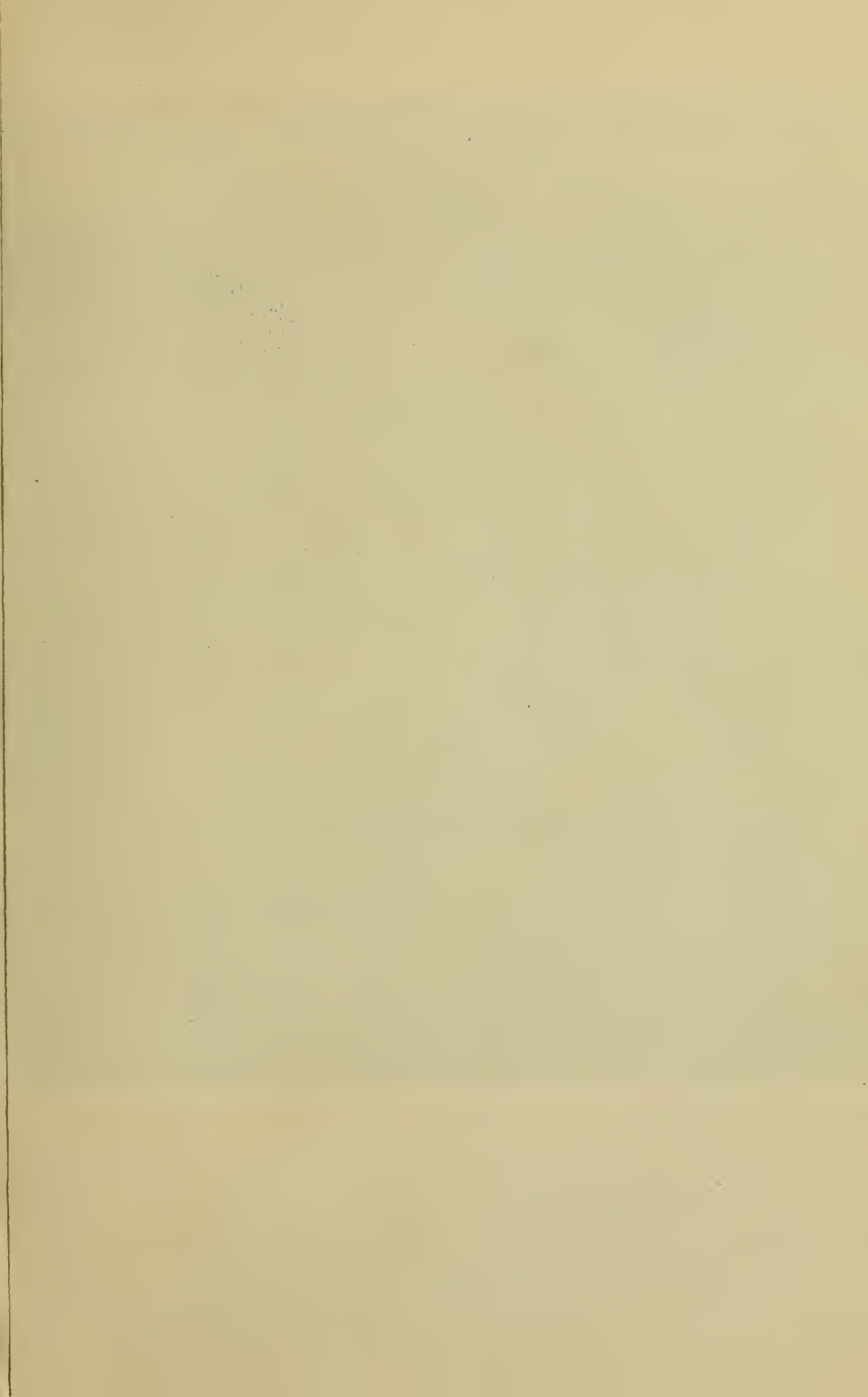
PUBLISHED BY GEORGE PEABODY COLLEGE FOR TEACHERS  
JANUARY, APRIL, JUNE, SEPTEMBER  
NASHVILLE, TENNESSEE

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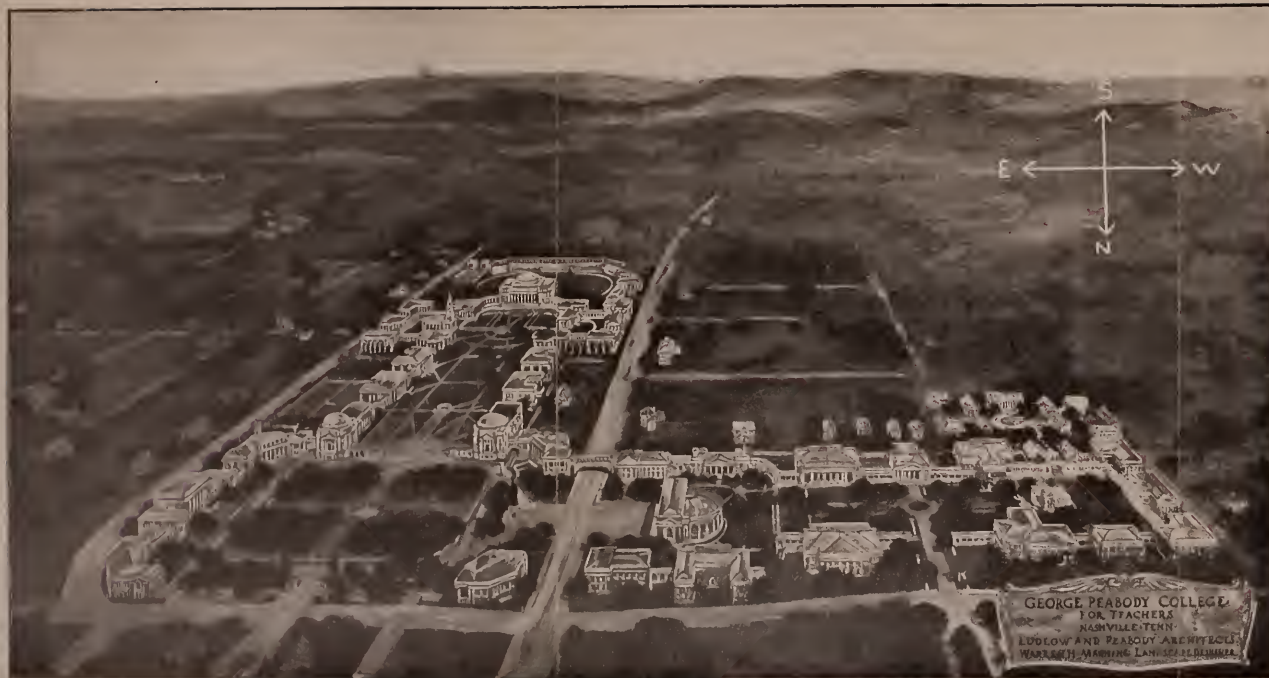
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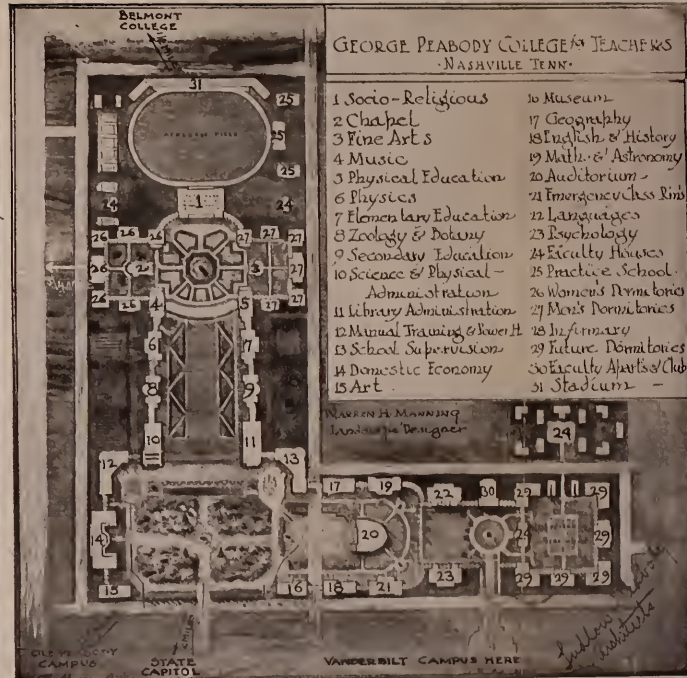






BIRDSEYE VIEW OF PROPOSED ARCHITECTURAL AND LANDSCAPE DESIGN OF GEORGE PEABODY COLLEGE FOR TEACHERS, NASHVILLE, TENN.

The spectator is here looking south along the Hillsboro Pike (Twenty-first avenue), in the center of the picture. On the extreme left of the campus is Nineteenth avenue; on the extreme right is Twenty-fourth avenue. The central court of the campus is in the foreground on the left and lies along Edgehill avenue. This large court will be developed with parklike features. From the right a transverse quadrangle runs eastward into this central court, from the south another transverse quadrangle converges into this same court. The buildings will be in the Classic style, with many details from the Southern Colonial. They will be grouped in units as shown on the accompanying plot plan. The whole campus lies beautifully for this kind of architectural composition. From a high point within the grounds on the right there is a gentle slope to the Hillsboro Pike, with a considerable elevation from this for the central court, out of which there is a long ascent up to the Social-Religious Building, crowning the southern hill. Connecting the different groups of units and the individual buildings, there will be a continuous succession of pillared colonnades and pergolas. The entire scheme calls for about twenty academic buildings and fifteen residence halls, besides professors' houses. Four of these buildings will be ready by September, 1913, and it is hoped that three or four will go up each year, until the whole conception shall be symmetrically carried out. The ultimate cost will be about \$2,500,000.

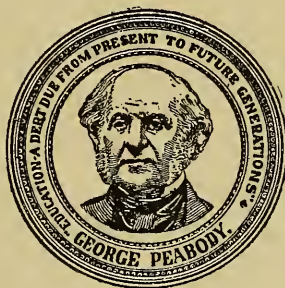


PLOT PLAN FOR LOCATION OF BUILDINGS

This plot plan is seen from the same point as the birdseye view, being a key to locations. The four buildings first to be erected are numbers 12, 14, 26, and 23. Four other brick buildings already on the campus will be remodeled for temporary use. One is near 26 and will be remodeled for a dormitory; another is near 21 and is now used as the College Office; a third is near 23 and will be remodeled for class-room purposes; the fourth is near 29 and is housing the Library. These buildings, new and old, will enable Peabody College to begin work in all its departments in September, 1913.



# GEORGE PEABODY COLLEGE FOR TEACHERS



ITS EVOLUTION AND PRESENT STATUS

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September, 1912

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NASHVILLE, TENN.

PUBLISHED BY GEORGE PEABODY COLLEGE FOR TEACHERS  
1912

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# GEORGE PEABODY COLLEGE FOR TEACHERS: ITS EVOLUTION AND PRESENT STATUS

## INTRODUCTORY STATEMENT.

The work of Peabody College and that of the Peabody Education Fund are so closely woven together that the spirit and effort of the one can be considered the spirit and effort of the other. It is possible, therefore, to treat the two as one educational force. This unity comes from the fact that the two are almost contemporary in period of operation and quite coëxtensive in the territory reached. The Trustees of the Peabody Education Fund began their service in 1867, eight years before the College was founded. Their policy has made a marked impression on every type of school in the South, and the educational statesmanship of the Trustees and their General Agents has been a most potent influence in developing a public education for this section, universal and genuinely democratic. And Peabody College has been the chief instrument with which they have chosen to accomplish this work. Some history of the successive phases through which the College has passed will show how constantly it has grown and how efficiently it has fulfilled the mission for which it was launched. The policy of the Trustees of the Peabody Education Fund towards Peabody College, and their policy towards the whole of Southern education, are but two sides of the same educational endeavor, and should, therefore, be treated in connection with each other. The intimate relation of the two must be constantly borne in mind, as otherwise it will not be possible to make clear the history and purpose of the College.

The documents and facts adduced in this history are easily verifiable. For interpretations and opinions the compiler must assume responsibility, but it will be found, it is hoped, that no conclusions are drawn except the almost inevitable ones from the immediate facts presented.

CHARLES E. LITTLE.

July, 1912.



## I. ORGANIZATION OF THE PEABODY EDUCATION FUND.

George Peabody's first gift for Southern education was made known to Hon. Robert C. Winthrop and fourteen other gentlemen, in a letter bearing date Washington, D. C., February 7, 1867. Mr. Winthrop had already issued a call for a meeting, and ten of the fifteen gentlemen addressed by Mr. Peabody gathered for their first deliberations in Willard's Hotel at Washington, February 8, 1867. Mr. Winthrop communicated to them Mr. Peabody's letter, upon the basis of which an organization was effected, the name of Admiral D. G. Farragut being added to the Trustees as was originally intended. This letter of Mr. Peabody's is so fundamental as to count as the charter document for all the enterprises fostered by the Board. It is, therefore, given here in full (Proceedings of the Peabody Education Fund, Vol. I, p. 1):

TO HON. ROBERT C. WINTHROP, of Massachusetts; Hon. HAMILTON FISH, of New York; Right Rev. CHARLES P. McILVAINE, of Ohio; General U. S. GRANT, of the United States Army; Hon. WILLIAM C. RIVES, of Virginia; Hon. Jno. H. CLIFFORD, of Massachusetts; Hon. WILLIAM AIKEN, of South Carolina; WILLIAM M. EVARTS, Esq., of New York; Hon. WILLIAM A. GRAHAM, of North Carolina; CHARLES MACALESTER, Esq., of Pennsylvania; GEORGE W. RIGGS, Esq., of Washington; SAMUEL WETMORE, Esq., of New York; EDWARD A. BRADFORD, Esq., of Louisiana; GEORGE N. EATON, Esq., of Maryland; and GEORGE PEABODY RUSSELL, Esq., of Massachusetts.

GENTLEMEN: I beg to address you on a subject which occupied my mind long before I left England, and in regard to which one at least of you (the Hon. Mr. Winthrop, the distinguished and valued friend to whom I am so much indebted for cordial sympathy, careful consideration, and wise counsel in this matter) will remember that I consulted him immediately upon my arrival in May last.

I refer to the educational needs of those portions of our beloved and common country which have suffered from the destructive ravages, and the not less disastrous consequences, of civil war.

With my advancing years, my attachment to my native land has but become more devoted. My hope and faith in its successful and glorious future have grown brighter and stronger; and

now, looking forward beyond my stay on earth, as may be permitted to one who has passed the limit of three-score and ten years, I see our country, united and prosperous, emerging from the clouds which still surround her, taking a higher rank among the nations, and becoming richer and more powerful than ever before.

But to make her prosperity more than superficial, her moral and intellectual development should keep pace with her material growth, and, in those portions of our nation to which I have referred, the urgent and pressing physical needs of an almost impoverished people must for some years preclude them from making, by unaided effort, such advances in education, and such progress in the diffusion of knowledge, among all classes, as every lover of his country must earnestly desire.

I feel most deeply, therefore, that it is the duty and privilege of the more favored and wealthy portions of our nation to assist those who are less fortunate; and, with the wish to discharge so far as I may be able my own responsibility in this matter, as well as to gratify my desire to aid those to whom I am bound by so many ties of attachment and regard, I give to you, gentlemen, most of whom have been my personal and especial friends, the sum of one million of dollars, to be by you and your successors held in trust, and the income thereof used and applied in your discretion for the promotion and encouragement of intellectual, moral, or industrial education among the young of the more destitute portions of the Southern and Southwestern States of our Union; my purpose being that the benefits intended shall be distributed among the entire population, without other distinction than their needs and the opportunities of usefulness to them.

Besides the income thus derived, I give to you permission to use from the principal sum, within the next two years, an amount not exceeding forty per cent.

In addition to this gift, I place in your hands bonds of the State of Mississippi, issued to the Planters' Bank, and commonly known as Planters' Bank bonds, amounting, with interest, to about eleven hundred thousand dollars, the amount realized by you from which is to be added to and used for the purposes of this Trust.

These bonds were originally issued in payment for stock in that Bank held by the State, and amounted in all to only two millions of dollars. For many years, the State received large dividends from that Bank over and above the interest on these bonds.

The State paid the interest without interruption till 1840, since which no interest has been paid, except a payment of about one hundred thousand dollars, which was found in the treasury applicable to the payment of the coupons, and paid by a mandamus of the Supreme Court. The validity of these bonds has never been questioned, and they must not be confounded with another issue of bonds made by the State to the Union Bank, the recognition of which has been a subject of controversy with a portion of the population of Mississippi.

Various acts of the Legislature—viz., of February 28, 1842; February 23, 1844; February 16, 1846; February 28, 1846; March 4, 1848—and the highest judicial tribunal of the State have confirmed their validity; and I have no doubt that at an early day such legislation will be had as to make these bonds available in increasing the usefulness of the present Trust.

Mississippi, though now depressed, is rich in agricultural resources, and can not long disregard the moral obligation resting upon her to make provision for their payment. In confirmation of what I have said, in regard to the legislative and judicial action concerning the State bonds issued to the Planters' Bank, I herewith place in your hands the documents marked A.

The details and organization of the Trust I leave with you, only requesting that Mr. Winthrop may be Chairman, and Governor Fish and Bishop McIlvaine Vice-Chairmen, of your body; and I give to you power to make all necessary by-laws and regulations; to obtain an Act of Incorporation, if any shall be found expedient; to provide for the expenses of the Trustees and of any agents appointed by them, and, generally, to do all such acts as may be necessary for carrying out the provisions of this Trust.

All vacancies occurring in your number by death, resignation, or otherwise, shall be filled by your election as soon as conveniently may be, and having in view an equality of representation so far as regards the Northern and Southern States.

I furthermore give to you the power, in case two-thirds the Trustees shall at any time, after the lapse of thirty years, deem it expedient, to close this Trust, and, of the funds which at that time shall be in the hands of yourselves and your successors, to distribute not less than two-thirds among such educational or literary institutions, or for such educational purposes, as they may determine, in the States for whose benefit the income is now appointed to be used. The remainder may be distributed by the



Trustees for educational or literary purposes, wherever they may deem it expedient.

In making this gift, I am aware that the fund derived from it can but aid the States which I wish to benefit in their own exertions to diffuse the blessings of education and morality. But if this endowment shall encourage those now anxious for the light of knowledge, and stimulate to new efforts the many good and noble men who cherish the high purpose of placing our great country foremost, not only in power, but in the intelligence and virtue of her citizens, it will have accomplished all that I can hope.

With reverent recognition of the need of the blessing of Almighty God upon this gift, and with the fervent prayer that under His guidance your counsels may be directed for the highest good of present and future generations in our beloved country, I am, gentlemen, with great respect,

Your humble servant,

Washington, February 7, 1867.

GEORGE PEABODY.

Mr. Peabody lived over two years after the date of this letter, and was in constant consultation with Mr. Winthrop in 1867, 1868, and 1869. The organization was, therefore, launched under his supervision, and the policy of the Trustees developed under his guidance and sanction.

Mr. Winthrop called a second meeting of the Trustees at the Fifth Avenue Hotel, New York, March 19, 1867. Mr. George N. Eaton, of Maryland, reported for the Committee of Inquiry an account of his recent tour of investigation through the Southern States for the purpose of learning the educational conditions and needs. And most important of all, a letter was read by Mr. Winthrop from Dr. Barnas Sears, then President of Brown University. The future policy of the Board was practically settled by this letter from Dr. Sears. A previous interview between Mr. Winthrop and Dr. Sears had resulted in determining Dr. Sears to accept the office of General Agent of the Trustees. The negotiations are significant enough to be given in Mr. Winthrop's own words (Proceedings, Vol. II, pp. 304, 305, 306, 307,, and 308) :

After our organization at Washington on the 8th of February, 1867, we adjourned to meet in New York about the middle of March. The time of that meeting had nearly arrived, when I casually met Dr. Sears at the old Wednesday Evening Club in Boston. Strangely

enough, I had not even thought of him in this connection previously. Entering immediately into private conference with him, giving my own views and listening to his, I begged him to furnish me in writing at the earliest moment, with the results of his best reflections and judgment on the whole matter. He returned to Providence the next day, promising that I should hear from him. The next mail from Providence brought me his letter dated March 14, 1867. (Here Mr. Winthrop quotes letter entire. . . .)

These first thoughts, as I am sure you will agree with me, are not a little interesting and remarkable. They show that Dr. Sears grasped at once the full measure of the work in which we were about to engage, and marked out, almost by improvization, the course which it would be wise for us to adopt,—and which we actually did adopt. There was not a dream on his part or on my own, at this moment, of his withdrawing from the distinguished University over which he presided. But this letter, thus hastily written, has indeed proved to be a perfect chart of our course, as the writer of it has proved to have been a perfect pilot.

Five days after this letter was written, the Board met at New York. Dr. Sears came; united freely in our deliberations; volunteered to take charge of the voluminous mass of letters and papers; and returned to Providence, but without giving us any assurance, or much encouragement, that he could accept the General Agency, to which in the meantime we had unanimously elected him.

These words of Mr. Winthrop are taken from his address to the Board at its meeting in Washington, February 2, 1881, about six months after the death of Dr. Sears.

Mr. Peabody was present at the meeting in New York, March 19, 1867, as was also Dr. Sears, both being consulted fully by the individual members and the committees. On the next day the session was renewed and resolutions were passed favoring the promotion of primary public school education, normal school education for teachers, and declaring for the election of a General Agent as executive officer to act with and under the Executive Committee. On March 21 resolutions looking to the incorpora-

tion of the Trustees were passed, and on March 22 a second letter from Mr. Peabody was read, which had grown out of the uncertainties as to course to be pursued by the Trustees. It is as follows (Proceedings, Vol. I, p. 21):

To Hon. ROBERT C. WINTHROP; Hon. HAMILTON FISH; Rt. Rev. CHARLES P. McILVAINE; Gen. U. S. GRANT; Admiral D. G. FARRAGUT; Hon. WM. C. RIVES; Hon. JNO. H. CLIFFORD; Hon. WM. 'AIKEN; Hon. W. M. EVARTS; Hon. WM. A. GRAHAM; CHARLES MACALESTER, Esq.; GEO. W. RIGGS, Esq.; SAMUEL WETMORE, Esq.; EDWARD A. BRADFORD, Esq.; GEORGE N. EATON, Esq.; and GEORGE PEABODY RUSSELL, Esq.

GENTLEMEN: Understanding that a doubt has been expressed in regard to my intentions and instructions on the subject of the distribution of the fund entrusted to your care for the purpose of education in the Southern and Southwestern States, I desire distinctly to say to you, that my design was to leave an absolute discretion to the Board of Trustees, as to the localities in which the funds should from time to time be expended.

I hope that all the States included in that part of our country which is suffering from the results of the recent war may, sooner or later, according to their needs, receive more or less of the benefit of the fund.

But it was not my design to bind my Trustees to distribute the benefits of the fund upon any measure or proportion among the States, or to create any claim on the part of any State to any distributive share.

Still less did I design to submit the Trustees, collectively or individually, to any responsibility to those intended to be benefited, or to any individual responsibility of any sort, for the management of the fund committed to them.

I have entire confidence that they will discharge the Trust with wisdom, equity, and fidelity; and I leave all the details of management to their own discretion.

With great respect, your humble servant,

GEORGE PEABODY.

New York, March 20, 1867.

The main doubt, it will be seen, was as to the right of any State to a share in the benefits of the Fund and as to the obligations of

the Trustees for a uniform distribution. This notable second meeting of four days settled the policy of the Board, based upon personal consultation with Mr. Peabody and upon the advice of Dr. Sears. It was featured at the close by a banquet tendered by Mr. Peabody to General Grant and the other Trustees, together with a distinguished company of ladies and gentlemen.

The third meeting of the Trustees was held at the Fifth Avenue Hotel, New York, May 28, 1867, where its committee reported the act of incorporation just granted by the State of New York, the title of the corporation being "The Trustees of the Peabody Education Fund."

Dr. Sears's letter of acceptance was received at this meeting, bearing date Providence, R. I., March 30, 1867, though Mr. Winthrop tells us it was not started through the mails until nearly a week later, reaching him at Boston on the 9th of April.

Dr. Sears, in 1867, removed to Staunton, Va., where he made his home during the remainder of his life. He made a tour of the South, giving a full report of his work to the fourth meeting of the Trustees, held at Richmond, Va., in the Spottswood House, January 21, 1868. We find him during July and August, 1867, at various places in Virginia—White Sulphur Springs, Lynchburg, Charlottesville. In November he was in Tennessee—Nashville, Knoxville, Chattanooga; in Georgia—Rome, Atlanta, Macon, La Grange, Columbus, Augusta, Savannah; in South Carolina—Charleston; in North Carolina—Charlotte, Salisbury, Greensboro, Hillsboro.

As a result of his first tour, let us take the recommendations of Dr. Sears, which were the ripened wisdom developed from the advice given the Trustees at their organization. This summary of his is found in his report. (Proceedings, Vol. I, p. 56.)

To sum up my suggestions, and present them all under one view, I would recommend:

1. That in promoting "Primary or Common School Education" we confine ourselves, as far as possible, to Public Schools.

2. Instead of supporting small schools in the country, or helping to support them by paying the tuition of poor children, we limit ourselves to rendering aid to schools where large numbers can be gathered, and where a model system of schools can be organized.

3. That, other things being equal, we give the

preference to places which will, by their example, exert the widest influence upon the surrounding country.

4. That we aim at the power and efficacy of a limited number of such schools in a given locality rather than at the multiplication of schools languishing for want of sufficient support.

5. That we make efforts in all suitable ways to improve State systems of education, to act through their organs, and to make use of their machinery wherever they are proffered us.

6. That we use our influence in favor of State Normal Schools, on account of their superior excellence over Normal Departments in Colleges and Academies, which will be overshadowed by the literary and scientific departments, and fail to win the regards and excite the enthusiasm of students or the interest of the general public.

7. That we give special attention to the training of female teachers for Primary Schools, rather than to the general culture of young men in Colleges, who will be likely to teach in the higher schools for the benefit of the few.

8. That, in the preparation of colored teachers, we encourage their attendance at regular Normal Schools, and, only in exceptional cases, at other schools which attempt to give normal instruction.

9. That we favor the appointment and support of State Superintendents, the formation of State Associations of Teachers, and the publication of periodicals for the improvement of teachers, and, where it shall be necessary, contribute moderate amounts in aid of these objects.

Thus the Trustees and their first General Agent began a noble enterprise in a notable manner. That first memorable year of the Board found them meeting three times for a total of six days, and giving their most earnest thought to an educational enterprise of the most far-reaching description. It is worth while to dwell upon these beginnings, because they were momentous and because they had at the outset the constant encouragement and direction of Mr. Peabody himself.

Mr. Winthrop was absent in Europe, January 21-22, 1868, when the Board met at Richmond, and also on July 16-17, 1868, when



the fifth meeting was held in New York, but he met Mr. Peabody in Rome,—where the latter had gone to give a sitting to the portrait painter Story. Both Mr. Peabody and Mr. Winthrop were in this country in 1869, and the two had constant intercourse with Dr. Sears. Notable discussions of the policies to be pursued were had between Dr. Sears and Mr. Peabody during the summer of 1869, which they spent together at Virginia Springs. Important results grew out of these conferences.

The Sixth meeting of the Trustees was held in the Peabody Institute, Baltimore, January 21-22, 1869, Mr. Winthrop presiding. The seventh meeting at Newport, R. I., July 1, 1869, was made notable by the reading of a third letter from Mr. Peabody, adding a second million of dollars to his first gift. This letter is here given in full (Proceedings, Vol. I, p. 142):

TO HON. ROBERT C. WINTHROP; HON. HAMILTON FISH; Rt. Rev. CHARLES P. McILVAINE; His Excellency U. S. GRANT, President of the United States; Admiral D. G. FARRAGUT; HON. JOHN H. CLIFFORD; HON. WM. AIKEN; HON. W. M. EVARTS; HON. WM. A. GRAHAM; CHARLES MACALESTER, Esq.; GEO. W. RIGGS, Esq.; SAMUEL WETMORE, Esq.; HON. E. A. BRADFORD; GEORGE N. EATON, Esq.; GEORGE PEABODY RUSSELL, Esq.; and HON. SAMUEL WATSON, Trustees of the Peabody Education Fund.

GENTLEMEN: When I established the Trust of which you have charge, it was my intention, if its results and progress should prove satisfactory, to return in three years to my native land, and to make further provision for carrying out the plans which experience should have shown to be productive of encouragement and benefit to the people of the South.

My precarious state of health has rendered it imprudent for me to wait for the full period of my intended absence; and I have now come among you in order to proceed at once to the fulfillment of my purpose.

I have constantly watched with great interest and careful attention the proceedings of your Board, and it is most gratifying to me now to be able to express my warmest thanks for the interest and zeal you have manifested in maturing and carrying out the designs of my letter of Trust, and to assure you of my cordial concurrence in all the steps you have taken.

At the same time I must not omit to congratulate you, and all

who have at heart the best interests of this educational enterprise, upon your obtaining the highly valuable services of Dr. Sears as your General Agent,—services valuable not merely in the organization of schools and of a system of public education, but in the good effect which his conciliatory and sympathizing course has had wherever he has met or become associated with the communities of the South, in social or business relations.

And I beg to take this opportunity of thanking, with all my heart, the people of the South themselves for the cordial spirit with which they have received the Trust, and for the energetic efforts which they have made, in coöperation with yourselves and Dr. Sears, for carrying out the plans which have been proposed and matured for the diffusion of the blessings of education in their respective States.

Hitherto, under the system adopted by your General Agent and sanctioned by you, four of the Southern States have not been assisted from the Fund placed in your charge, and I concur with you in the policy thus pursued; as I am sure will the citizens of those four States, and all who have at heart the highest permanent good of our beloved country. For it was most necessary that, at the outset, those States and portions of States which had suffered most from the ravages of war, and were most destitute of educational means and privileges, should be first and specially aided.

I believe the good sense and kind feeling of the people of these States will continue to acquiesce, for the present, in your course of devoting, under the care of Dr. Sears, the greater part of the Fund to the same States which have received its benefits for the past two years, with perhaps the addition of Texas, which State I am advised the General Agent will visit during the coming autumn or winter, to ascertain its educational requirements, and to give such aid as shall be requisite and can be afforded, where it shall be most needed.

I have the same sympathy with every one of the States; and, were all alike needing assistance, I should wish each alike to share in the benefits of the Trust.

As the portions aided shall respectively grow in prosperity and become self-sustaining in their systems of education, their respective allotments of the Fund will be applied to other destitute communities; and thus its benefits will, I earnestly hope and trust, ultimately reach every section of the vast field committed to your care.

It is my hope and belief, and this opinion is fully confirmed by my interviews with Dr. Sears, that, with the additional amount which I now place in your hands, the annual income of the Fund alone may be found sufficient to sustain and extend the work you have so well begun; and it is my desire that when the Trust is closed, and the final distribution made by yourselves or your successors, all the fourteen Southern States, including Maryland, Kentucky, Missouri, and Texas, shall share in that distribution according to their needs.

In accordance with what I have already said of my intention, at the time I established this Trust, to add thereto, if its success were such as I am now well assured has attended it, I now give to you and your successors the following securities; viz.—

\$190,000 Belvidere and Delaware Railroad Company's 6 per cent bonds, first mortgage; dividends 15th June and 15th December, due 1877; principal and interest guaranteed by the Camden and Amboy Railroad Company and New Jersey Transportation Company.

\$301,025 Syracuse and Binghampton Railroad Company 7 per cent bonds (\$198,500 due in 1876, dividends October 1 and April 1; \$4,525 payable October 1, 1870; \$98,000 dividends from 1st June, due in 1887). This is an excellent road, and the stock at par, but the security is rendered perfect by the guarantee of both principal and interest by the Lackawana Coal Company of Pennsylvania.

\$79,200 Alabama State 5 per cent bonds (\$16,200 due 1886; \$21,000 due 1872; \$42,000 due in 1883; dividends from November 1).

\$35,300 Mobile city 5 per cent bonds; dividends from July 1; principal to be gradually paid off.

\$79,000 city of Louisville 6 per cent bonds; dividends April and October; due 1883.

\$69,600 Louisiana Consolidated Bank 5's, fully guaranteed by State of Louisiana, and payable in 1870, 1872, 1874, and 1876.

\$88,000 Ohio and Mississippi Railroad first mortgage 7 per cent bonds; dividends 1st July and 1st January, all payable July 1, 1872.

\$90,000 Columbus, Chicago, and Indiana Central Railroad first mortgage bonds, 7 per cent; dividends 1st April and 1st October. Due in 1908. Guaranteed by Pennsylvania Central Railroad Company.



\$30,000 Pittsburg city 4 per cent bonds; dividends January and July. Due in 1913.

\$8,000 Pittsburg city 5 per cent bonds; dividends January and July. Due in 1913.

\$19,000 Louisiana State 6's; dividends January and July.

\$10,000 New Orleans city 6's; dividends January and July.

\$875 cash.

Amounting in all to one million of dollars. These stocks are all of the very highest character for security, and the dividends are certain to be promptly paid.

The principal sum of one million dollars, given by my first letter of trust, is still intact; the interest on which, being added to that of my present gift, makes the annual revenue of the Trust upwards of one hundred and thirty thousand dollars; a sum which, in the opinion of your honorable Chairman and your General Agent, is amply sufficient to meet all requirements of the Trust, without infringing upon the capital, until the time arrives for the final distribution, as before stated.

In addition to the foregoing, I give to you Florida 6 per cent bonds, which, with overdue coupons, amount to about \$384,000.

These bonds, like the Mississippi bonds in my first gift, must before many years be paid.

The territory of Florida obtained the money on these bonds in Europe at about par, and loaned it to the Union Bank as capital.

The territory received for some time a high rate of interest, but, after the bank suspended, paid the bondholders nothing, but referred them to the Union Bank, saying, "Obtain what you can from the Union Bank, and it will then be time enough to come to us." Large amounts of these bonds were purchased by planters at about fifty per cent, and used to pay mortgages held by the Union Bank, until there was nothing more left to be paid; and the small amount of these bonds now outstanding (not exceeding, I believe, two millions of the original bonds) must, I think, before long induce Florida, as an act of justice long delayed, to make provision for their payment.

All the stocks I have given as above are to be held in trust by yourselves and your successors, for the same purposes and under the same conditions as the funds given you by my original letter creating your Trust.

I do this with the earnest hope and in the sincere trust, that with God's blessing upon the gift and upon the deliberations and future action of yourselves and your General Agent, it may en-

large the sphere of usefulness already entered upon and prove a permanent and lasting boon, not only to the Southern States, but to the whole of our dear country, which I have ever loved so well, but never so much as now in my declining years, and at this time (probably the last occasion I shall ever have to address you) as I look back over the changes and the progress of nearly three-quarters of a century. And I pray that Almighty God will grant to it a future as happy and noble in the intelligence and virtues of its citizens, as it will be glorious in unexampled power and prosperity. I am, with great respect,

Your humble servant,

Salem, June 29, 1869.

GEORGE PEABODY.

The immediate reason for this action of Mr. Peabody was that the two years had elapsed in which more than the interest from the first fund could be used.

This seventh meeting was held at the home of Mr. George Peabody Wetmore, whom Mr. Peabody was visiting at that time. Upon invitation of the Board, Mr. Peabody,—then in very poor health,—came down from his room for the closing prayer of Bishop McIlvaine. This was his last official connection with the great educational philanthropy he had founded. He returned to London, where he died November 4, 1869. Mr. Peabody's sympathetic interest in the broad purposes of his trust deserves all the emotional and admiring content found in the final words of Mr. Winthrop's eulogy at his tomb: "So we bid thee farewell, brave, honest, noble-hearted friend of mankind."

From this time on Winthrop and Sears are left as the particular interpreters of the great benefactor's wishes. At the opening of the eighth meeting in Washington, February 15, 1870, Mr. Winthrop addressed the Trustees on the History and Policy of the Board. This custom he continued until his death, and in these addresses, delivered year after year, the breadth of his patriotism and his faithfulness to the trust he received from his noble friend are amply illustrated. He and Dr. Sears had received from Mr. Peabody almost his dying mandate. His reports thenceforth rest upon the double foundation of his own practical wisdom and the sacredness of Mr. Peabody's noble purposes.

It is admirable to follow Dr. Sears through his field and to watch his clear-headedness, his sympathetic and conciliatory methods, his tact and manliness. His masterful administration soon established for the Board the reputation it has enjoyed ever

since. The Southern people revered the name and gift of Peabody, and relied with implicit faith upon the high intention of the Trustees. No other agency for education in this country has ever had so enviable a place in the regard of the whole people. Dr. Sears, backed by the support of Mr. Winthrop, continued his policy of helping, not the most needy, but those likely to help best in forwarding the whole movement of universal education. He announced this attitude from the start and kept it to the finish. By his consistent advice and example the Board sought permanent results and resolutely turned its back on temporary expedients.

Four divisions of effort are discernible in the work of the Board:

1. To give aid and encouragement to public schools in centers of population. This was the special object of Dr. Sears in the administration of the funds for the first three or four years as General Agent.

2. To coöperate in the establishment of State systems of public education. Coördinate with this work, Dr. Sears carried on campaigns in the early seventies for the purpose of encouraging the whole people to feel the obligation of the State to educate all its citizens. He coöperated with the State authorities in the inauguration and maintenance of State systems of public schools through the Southern States.

3. To encourage the establishment of State Normal Schools. Almost from the start, Dr. Sears had given help to individual schools for training teachers and had reported that the urgent educational need next to be filled was for trained teachers to equip the schools as they were created. He also felt the need of developing higher professional schools in one or more centers under the Board's control.

4. To concentrate this higher professional training in one institution with adequate endowment to become a great Teachers College for all the South.

Dr. Sears distinctly recognized these aims and moved steadily forward through the first three. He at first put weak schools on their feet in centers of population, and encouraged normal schools and Saturday classes everywhere. His emphasis on the items gradually but steadily shifted. As the country recovered from the most depressing conditions left by the war, systems of public schools began to take form in numerous towns and cities, and soon State systems were built and supported. By 1879 Dr. Sears

could write as follows (Proceedings, Vol II, p. 209): "Of the two grand objects which this Board has from the beginning had in view, namely, the promotion of Common School Education, and the professional training of Teachers, the former, or primary one, has been so far attained that it may, in great part, be safely left in the hands of the people, and our chief attention henceforth be given to the latter."

The circumstances, the motives, and the munificence of Mr. Peabody's gift are almost without parallel. A remarkable group of distinguished men assumed the duties of Trustees. They and their successors have administered the Fund in a manner which sets a high example of trusteeship. Dr. Sears exhibited the broadest statesmanship in marking out a policy which has been wisely adhered to and vigorously prosecuted. The rich results of the labors of these men are still operative in Southern education, and will last and be handed down as one of our best educational traditions.

## II. THE FOUNDING OF PEABODY COLLEGE.

The establishment of Peabody College at Nashville came, therefore, in a significant era—1875. There had been much talk of normal schools and of the training of teachers in all the States during Dr. Sears's tours, beginning with his first in 1867. In Tennessee one such school was spoken of, sometimes three, and Nashville never asked for any Peabody money except for this purpose. Dr. Sears had visited Tennessee in November, 1867, and had conferred with members of the Legislature, leading educators, and State officials, discussing with them plans for the establishment of normal schools. He persisted in this idea and finally succeeded in completing arrangements for the establishment of a normal school at Nashville. He was especially anxious to secure legislative appropriations, but the revenue of the State at that time did not warrant it. At the suggestion of Hon. James D. Porter, then Governor of Tennessee and a member of the Board of Trustees of the University of Nashville, the campus and buildings of the University and about \$3,000 per annum from its funds were generously offered Dr. Sears for his Normal School enterprise. The offer of \$6,000 by Dr. Sears, added to the other sums secured, gave Peabody College an income of about \$12,000. It was established by law March 3, 1875, and opened with appro-



priate ceremonies December 1 of the same year, with Dr. E. S. Stearns as President. Relative to this, Dr. Sears reported to the Trustees at their thirteenth meeting in New York, October 6, 1876, as follows (Proceedings, Vol. II, p. 12):

"No system of public instruction is complete which does not embrace professional schools, where the science of education and the art of teaching are regularly and thoroughly taught. The Southern States are now so far under way in their systems of education as to be prepared for a new step in this direction. . . . A splendid example will be found in the recent establishment of a great Normal School at Nashville for the State of Tennessee."

It is evident that Dr. Sears in the development of his policy had passed through the first and second phases previously mentioned and was now engaged on the third. It is evident also that in his view the School at Nashville was for the State of Tennessee and was rather to meet local conditions than general ones. But he undoubtedly had in mind that the Tennessee School would serve as a model for other Southern States in the development of Normal Schools within their own borders.

The truth of this early conception is still further emphasized by the first published announcement of the College itself. The growth of the conception of its mission is so important that this announcement is here published in full, in its original form:

#### STATE NORMAL UNIVERSITY OF TENNESSEE.

It is intended to open this institution for the reception of students of both sexes, and organization, on Wednesday, December 1, 1875, at 10 o'clock A.M., at the Nashville University.

#### DESIGN.

The design of this institution is to "afford an adequate supply of professionally educated teachers, of both sexes," which "is a necessity to the maintainance of an efficient system of public schools," by preparing them to manage and instruct, according to the most approved modern methods, the various grades of schools and institutions of learning, both public and private.

The instruction and training will be conducted by an

able corps of experienced teachers, gentlemen and ladies. The

#### MONTGOMERY BELL ACADEMY,

which will continue to fit boys for college and business pursuits, will also be connected with the University, as its "Model Department," in which students will not only have opportunity to observe the best methods of instruction in actual application, but also to teach from time to time, under the eye of the regular instructors.

#### DIPLOMA.

The Diploma of the institution, entitling the holder to teach in any Public School in this State without examination, will be conferred upon such as have completed satisfactorily the required course of instruction. To such students as are unable to continue at the University long enough to complete the full course, a written certificate will be given, stating the length of time they have attended, etc.

In converting their time-honored University into a State institution for the professional education of teachers, the Trustees feel that they are supplying a want which more than all else impairs the efficiency of our schools, and the usefulness and honor of the teacher's office, and they cordially invite the young gentlemen and ladies of Tennessee, and the South generally, who wish to qualify themselves for this responsible and honorable profession, to avail themselves of the privileges they now offer.

The first term will open on December 1, 1875, at 10 o'clock A.M., at the Nashville University, and continue ten weeks.

#### ADMISSION.

Applicants for admission must be at least sixteen years of age, must be able to pass a satisfactory examination in the ordinary studies of the common schools, and must present certificates of good moral character, from some responsible person.

#### TUITION.

One student from each county in this State will be instructed gratuitously, on the recommendation of the County Superintendent and School Directors. All oth-

ers, whether belonging to this State or not, will be required to pay for preparation to teach; in Common Schools, \$10 per term of ten weeks; in High Schools or more advanced institutions, \$15, but where parties are unable to pay tuition at present, special arrangements will be made to give them time to do so.

Board may be had in respectable families at from \$18 to \$25 per month.

It is hoped that the railroads will charge half fare only to students attending the University, arrangements to effect which are being made, and the result will be duly announced.

Persons intending to apply for admission, should give notice as soon as possible.

EBEN S. STEARNS,

Nashville, October 27, 1875.

*President.*

The early years of Peabody College were full of uncertainty and struggle. Dr. Sears had expected State aid from Tennessee, but failure to receive a public appropriation led him to consider seriously removing the College from Nashville. In his report of October, 1879, he called attention to the cramped accommodations of the College and deeply deplored the inaction of the Legislature. The Trustees of the Peabody Education Fund requested him to report at a later meeting on the advisability of severing relations with the Nashville School and making arrangements with some other Southern institution. To this end Dr. Sears and Dr. Stearns visited Georgia in the spring of 1880 to consider several offers from different institutions. This concern for the welfare of the College as a part of the wide policy of the Peabody Board exhibits the earnestness so characteristic of Dr. Sears. During these negotiations, overwork and exposure brought upon him a severe attack of laryngitis. He sought the help of Saratoga Springs in June, but died there July 6, 1880. And thus his last piece of work was in the interest of Peabody College.

Although Dr. Sears was unable to report the result of negotiations in Georgia, this was done later in an elaborate report submitted by Dr. Stearns to the Trustees in December, 1880. Two propositions were made, one from Atlanta and one from Athens. The one from Atlanta seemed a very generous offer, but there were very great difficulties in the way of its acceptance. Dr. Stearns says that both he and Dr. Sears left Atlanta with the hope

that terms could be made with the authorities at Nashville, so as to insure the permanent location of the school in Nashville. The terms and conditions which Dr. Sears set before the Trustees of the University of Nashville were such as they were unwilling to accept, and the friends of the College, regarded its removal to Atlanta as inevitable. Dr. Stearns actually wired Dr. Sears that he agreed to the removal if Dr. Sears thought best. But a day or two later, at a mass meeting of prominent citizens of Nashville, the necessary funds were guaranteed. These facts were communicated to Dr. Sears in a letter dated May 11, 1880, and he wrote that he regarded the matter of removal as settled. And so Dr. Sears died knowing the College was saved for Nashville and kept true to its mission for all the South. There was assurance of financial support for it, and every prospect of the legislative grant, which was vouchsafed at the session of 1881.

Two of the great triumvirate were now gone to their long home and would no longer think or work for the welfare of Peabody College. But Mr. Winthrop was spared fourteen years longer as the champion of the Peabody Board's policy and the conscious promoter of the next logical step, the fourth phase in the Board's program. He had seen public schools promoted and permanent systems established; he had seen normal schools of all grades helped and encouraged in numerous places; he had seen two or three of the larger normal schools for the higher training of teachers take shape and develop; he had seen the school at Nashville established with more resources and a higher ambition than all the rest. And now he saw that school growing and prosperous and giving promise of becoming a great central Teachers College for all the South.

The outlook over the whole Southern field was consciously and definitely begun by the Peabody Board and by Peabody College in 1877, when a system of scholarships was instituted. Each holder of a scholarship received \$200, and there were the first year ten beneficiaries from Georgia, seven from Virginia, and two from Florida. This system was gradually extended to all the Southern States. At first no scholarships were allotted to Tennessee, and when the Legislature in 1881 made its first appropriation of \$10,000 to the College, \$2,500 was set aside for the maintenance of Tennessee scholarships. In 1883 scholarships were granted to Tennessee students on the same terms as those from other States. The total money value of these scholarships during their continuance from 1877 to October 1, 1904, was about



\$600,000. By means of this system Peabody College spread its influence into every State, and rendered a service to the whole South at a most opportune time in the formative period of a new era in educational progress.

The second factor in giving Peabody College an educational primacy throughout the South was the enlarged curriculum put into force in 1887 by the second President, Dr. W. H. Payne. Not only was Peabody College the pioneer Normal School in the South, but it was recognized with increasing enthusiasm to be the leading Normal School and the one to which all the other normal schools looked for guidance, from which they were glad to get their inspiration. Mr. Winthrop appreciated these facts, and for many years before his death, he constantly spoke of it admiringly as "Our Great Normal College at Nashville." At the time of his death, in 1894, the leadership of Peabody College was unquestioned in its field and in its specific work. Mr. Winthrop cherished enthusiastically the hope that the College might be adequately endowed, so as to insure its permanency and its prospects for development. It was he who made the memorable suggestion that when the Fund should be distributed, Peabody College should receive at least \$1,000,000 and be made the lasting monument of George Peabody. This distribution could not be legally made before 1897, and Mr. Winthrop, therefore, did not live to attempt to carry out his cherished project. But he unceasingly planned for the event, and his unselfish devotion was a large factor in giving origin to the later movement for Greater Peabody College.

### III. MIDDLE PERIOD OF THE PEABODY BOARD AND OF PEABODY COLLEGE.

By increasing its appropriations to the College, the Peabody Education Fund enabled the College to make its appeal to the entire South and to influence every department of education. As has already been said, Peabody College had become the recognized leader of Southern Normal Schools by 1894, when Mr. Winthrop was removed by death from participation in its further growth. Peabody College was sending out a number of teachers to all the Southern States, was becoming more and more responsible, directly and indirectly, for the establishment of excellent normal schools, adequately supported by the several States. In this way Peabody College became not only the sponsor for the

doctrine of the professional training of teachers, but the mother of normal schools.

These are facts well known to all students of Southern educational history, and this movement stands at the forefront of the remarkable development of the last fifteen years in the educational progress of the South.

The Peabody Board was striving to meet this need and satisfy this response by constantly enlarging the scope of Peabody College and by forming larger conceptions of its mission. The mouth-piece of the Board was Mr. Winthrop, and some quotations from him will make clear the policy of the Board in this period.

From Mr. Winthrop's address to the Board on October 7, 1891 (Proceedings, Vol. IV, p. 272):

We certainly did not establish our Normal College at Nashville with any view to favor Tennessee above other Southern States. Its location was entirely accidental—arising, indeed, out of circumstances which left us no alternative. We were willing to have gone to Atlanta, and came very near going there in 1881. But the vexatious controversies which so disturbed the last years of good Dr. Sears's life, and his subsequent death, led us inevitably to Nashville, and we have had no cause to regret it. No other city or State has reason to be jealous, or to complain of any seeming favoritism. Our whole object was the training of teachers for all the Southern States; and for this object we adopted the only locality which at the moment offered itself favorably to our consideration. We should gladly at any time have helped Normal Colleges or Schools in other States, but there were then none to be helped. As fast as Normal Schools or Colleges have been instituted in other States, we have gladly recognized and aided them. But it was essential to begin our Normal policy with a model institution—a Normal for the Normals,—which we could keep under our own supervision and control, and from which we could send forth thoroughly trained teachers to the other States. In doing this we were compelled to enter into arrangements with the Tennessee University and with the State of Tennessee. As the result of these arrangements, lands and buildings have been given to us by the University, and large appropriations, supplementary to such as we

could make from our own Fund, have been made by the State. A great institution has thus been evolved and established, in the support of which we are now morally bound to coöperate. We could not honorably withdraw from that coöperation, even if we desired to do so. But our desire, on the contrary, is to render our Nashville Normal College more and more useful to Southern education and more and more worthy of bearing the name of George Peabody.

From address to the Board on October 6, 1893 (Proceedings, Vol. V, p. 12):

Normal Schools, and the Institutes which take their place in the summer season, have been largely multiplied in the Southern States; and you will learn from Dr. Curry's report that their work has been 'unusually vigorous.' There was no such thing known there when our Trust was founded. Indeed, it might almost be said that when Mr. Peabody committed his millions to our disposal, there was not within those States a single scholar in anything which could be called a Free Common School. There are two millions and a half now. Of our great Normal College at Nashville, the accomplished President, Dr. Payne, very recently writes me: "The last year was the best in its history, and the future seems very assuring."

From address to the Board on October 4, 1894 (Proceedings, Vol. V, p. 71):

The time has not quite yet arrived, Gentlemen, for reviewing the full work of the Peabody Trust. Its earlier years, under the General Agency of Dr. Barnas Sears, were employed in the establishment and development of this free common-school system in all the States over which our Trust extended. In these latter years, under our present General Agent, our attention and our efforts have been mainly directed to the higher education, and especially to the training of teachers. The Summer Institutes have been, and still are, among our most effective agents in this line, and they have been rendered more and more effective from year to year by Dr. Curry's careful supervision. Meantime, important and permanent institutions have been established in more than one State by means supplied annually from our own Pea-

body Fund, or under our immediate instigation and influence. Of these, our grand Normal College at Nashville, Tennessee, stands foremost.

These views of Mr. Winthrop were ably seconded by the activity of Dr. J. L. M. Curry, who, as General Agent of the Trustees from 1881 to 1903, was a worthy successor to Dr. Sears. He popularized the policy of the Board by numerous addresses before legislatures, conventions, associations and assemblies of educators and teachers. His efficient and progressive campaigns entitle him to be ranked as a real minister of education for the entire South during almost a quarter of a century.

The authorities of the College on their part were living up to their obligations. President Payne wrought a great transformation in the spirit of the institution, as well as in its material offerings. He improved the course of study, he administered the system of scholarships with wiser distribution, and arranged its curriculum and selected its faculty so as to make the College attractive to all grades and conditions of students, among whom were numbered those of all creeds and faiths, united by the one common purpose of learning to teach and to promote education in the proper sense. The College offered a short professional course, comparable to that of the State Normal Schools, but in addition it gave also a more extended College course. This combination of the Licentiate of Instruction course and the Bachelor's course, made it easily the leading school for teachers in the South.

Beginning with 1899, emphasis was gradually shifted from the L. I. course to the College course. Greater numbers continued to take the short professional course of two years, but the tone of the institution was set more and more by the smaller, but increasing, number of students in the College course. This paved the way for the movement, which was begun about 1897, rapidly to develop the college work and to turn the normal school work over to the State Normal Schools. In pursuance of this policy the College standard was raised in 1903 to that of the best Southern institutions, and in 1908 to the National standard for colleges, with the fourteen Carnegie unit basis of admission.

The Peabody Education Fund, which had been used to encourage the establishment of public schools in centers of population and to stimulate the organization of State systems of public schools, was, after 1875, devoted largely to coöperating with the States in establishing Normal Schools for the training of teach-

ers. With the Normal School at Nashville as a model, the work was carried to the completion at which the Peabody Board had aimed. The service rendered by it met every expectation and Peabody College maintained its position of leadership with distinction until this part of its task was accomplished.

By the close of the century it was evident that the work of establishing State Normal Schools, as well as the earlier tasks undertaken by the Peabody Board, was so far finished that each State could and would in future take care of its own public school system and its own school or system of schools for the training of the majority of its teachers. Some of these Normal Schools, as the one at Greensboro, North Carolina, or that at Rock Hill, South Carolina, had secured plants that cost their States \$500,000, and were receiving yearly from \$70,000 to \$75,000 for maintenance.

It had become apparent to the Trustees that the time had come to direct the Fund toward new ends. A number of possible lines of service were presented to the Trustees for consideration: it was thought by some educational leaders that the Fund could render its best service by aiding educational campaigns for better rural public schools; by others that it should be administered in aid of better supervision of schools; and by others still that the most effective service could be rendered to the South as a whole by maintaining a central teachers college for the higher education of teachers. Thus Peabody College, by its own internal growth and by the new factors introduced into the educational problems of the South, forced upon the Trustees of the Peabody Education Fund the conviction that Peabody College and the activity of the Board needed readjustment to the conditions existing in the Peabody territory at the beginning of the new century.

The wisdom of founding Peabody College had been amply justified to the Peabody Board. They had centered upon it nearly one-half of their entire income, and had spent upon this one institution almost as much as upon a dozen other beneficiaries. Their attitude never changed, but steadily advanced to a definite goal, though with necessary and wise modifications of their consistent policy.



#### IV. THE MOVEMENT FOR THE PERMANENT AND ADEQUATE ENDOWMENT OF PEABODY COLLEGE.

By the terms of Mr. Peabody's gift stated in his first letter, no part of the Fund could be disposed of for any of the enterprises fostered by the Trustees until the lapse of thirty years—1867 to 1897. No definite proposition could, therefore, be considered by the Trustees until this latter date.

In anticipation of this period, however, Mr. Winthrop, who, as is well known, was the first Chairman of the Board of Trustees, and continued to hold that office from 1867 until his death in 1894, had frequently mentioned the final settlement of the Fund and constantly looked forward to the day when it would be possible to bestow some large sum upon the College at Nashville, to which he so often referred with admiration and pride. His death removed him from any active part in making any settlement upon the College at Nashville, but to him must be given the credit for the suggestion which gathered force and led to the movement for proper endowment of the College.

In a letter to Hon. Samuel A. Green, Secretary of the Peabody Education Fund, Mr. Winthrop, under date of December 13, 1889, unbosoms himself on the final distribution of the Fund. This letter was printed originally as a private document for the sole use of the Trustees at their annual meeting on October 7, 1896. Here are some quotations from the letter to Dr. Green :

I have often been requested to prepare a paper on the future of the Peabody Education Trust, giving my views as to what should be done in case I should be taken away, as is so probable, before the Trust is closed. You have yourself more than once suggested it to me. Good Bishop Whipple has been very earnest in begging me to do so; and within a few weeks past I have had an urgent letter from Dr. Curry to the same effect. . . .

The three letters which I have cited are the only letters addressed to the Board by Mr. Peabody, and they are all printed in our first volume of Proceedings. They deal in the expression of desires, rather than of positive directions; but nothing could be more binding upon us than the desires and expectations of Mr. Peabody. How shall they be fulfilled?

In the great Normal College at Nashville, Tenn., we have already established an institution for the immediate and ultimate benefit of *all* the Southern States. . . .

At all events, and in every view, this Institution has the first and highest claim to our consideration, and should receive the largest share of the distributed Fund. It will be the most enduring monument of Mr. Peabody's munificence. It might well have a round million of dollars,—perhaps more than a million. . . .

I have written this letter with the full impression that the Trust will be closed in 1897. That, however, will be an entirely open question for the Trustees of that period to decide. Circumstances, not now to be foreseen, may then exist which may render it desirable to postpone the distribution of the Fund to a later day. But whenever the Trust shall be closed, I most earnestly recommend that great care should be taken, by well-considered instruments of donation or endowment, to secure the continued and permanent employment of the distributed Fund for the purposes for which it was intended by Mr. Peabody and his Trustees. . . .

To our General Agents, Dr. Sears and Dr. Curry, I have been deeply indebted. Their names should be given to some of the Professorships in our great Normal College whenever our Trust is closed.

In an address to the Trustees of the Peabody Education Fund at their meeting in New York on October 1, 1890, Mr. Winthrop gave even more emphatic expression to this idea. As Chairman, he was accustomed to make extended remarks at the opening of each meeting, giving his views on the policy of the Board and the permanency of its work. This notable address is found in the Proceedings of the Peabody Education Fund, Vol. IV, p. 189.

"In looking forward, as I thus do, to a period when this Trust shall have been closed, I am glad to feel assured that at least one substantial and enduring memorial of our noble Founder, and of the work which has been done by his Trustees, may, with the blessing of God, outlast us all, and may, as we trust, worthily commend the name of George Peabody, in company with those of Harvard, and Yale, and Bowdoin, and Brown, to the rever-

ence of future generations. I need hardly say that I refer to our great Normal College at Nashville.

"Meantime, the College at Nashville may justly be foremost in our regard, and the leading object of our appropriations."

When it is remembered that Mr. Peabody, Mr. Winthrop, and Dr. Sears were so closely associated in the beginnings of all the ideas upon which the Board based its policy, it becomes clear that they must be regarded not only as the founders of the Peabody Education Fund, but as the founders of Peabody College, which increasingly came to mean to them the best embodiment of the work of the Fund and the channel through which the influence of their work should perpetually flow. It was nearly ten years after Mr. Winthrop's death before his vision was caught up anew, and it was almost ten years after that before a complete realization was brought about.

The question of closing the trust was definitely considered by the Peabody Board at the meeting of September 25, 1895. On motion of Mr. Morgan it was

*Resolved*, That in view of the authority given by the founder to liquidate the Peabody Trust and to distribute the principal at the discretion of the Trustees, on or after the expiration of thirty years;

*Resolved*, That a Committee of Three, together with the Chairman, the First Vice-Chairman, and the General Agent, be appointed to consider the whole question and to report its conclusion at the next meeting of the Trustees.

The Committee appointed were Gov. Porter, Mr. Henry, and Mr. Choate. The other members of the Committee were Mr. Evarts, Chief-Justice Fuller, and Dr. Curry. (Proceedings, Vol. V, p. 174.)

The report for this Committee was made at the meeting of October 7, 1896, by Mr. Evarts, Chairman of the Board, who submitted the following:

The Committee appointed at the last annual meeting to consider the question of distributing the principal of the Fund, on or after February 7, 1897, as authorized by Mr. Peabody, respectfully report that they have considered the whole matter, as directed, and recommend that the said distribution be deferred for the present.



The reasons for this postponement are stated by Dr. Curry in his History of the Peabody Education Fund, Chapter III. Dr. Curry says (page 113):

There were two rather singular results, which were most complimentary to the Trustees: from every superintendent of education in the South, from many educators familiar with the administration of the Trust and deeply interested in the work of Southern education, and from every Southern Normal School and College, with one exception, came earnest and emphatic protests against the liquidation, or cordial expression of gratification at the action of the Trustees in postponing the consideration of the subject. Another very decided expression was, that while the disbursement of the income, in coöperation with the public authorities of the States, so broad and judicious and salutary, had been of incalculable value to the South, yet that the beneficial influence of the Fund had been greater, although indirectly and not made prominent, as a constant educator in public policy, always adapting itself to the conditions of the South and the environments of the schools.

Dr. Curry also points out significantly that at the origin of the Trust not a single Southern State had a system of free public schools and only in a few cities were any such schools to be found, while after thirty years of service the Board had assisted the South so that every one of the Southern States had a public school system, with normal schools in nearly every one, the whole sustained by general and local taxation, amounting to more than \$150,000,000 devoted in the thirty years to the education of both the white and the black children of the South. Dr. Curry notes that every year there was secured a sounder and more generous public opinion in favor of these school systems.

The following sections will attempt to make clear the several forces and the different groups of workers who contributed to the final action of the Peabody Board and to the endowment of Peabody College.

## V. COÖPERATION IN A GENERAL POLICY.

When President William H. Payne handed in his resignation to the Peabody Board in 1901 and Gov. Porter was appointed to serve during the interregnum as President of the

Peabody Normal College, the Trustees recognized that a crisis had come in their affairs and that the central object of their concern in making a new departure was Peabody College. The following resolution, adopted on motion of Mr. Courtenay, is proof of their anxiety to start at the beginning:

*Voted*, That a Committee of Three be appointed to visit Nashville and collect all available facts as to the present and prospective status of the Normal College and report fully at the next annual meeting, with such recommendations as may seem to them wise. (Proceedings, November 7, 1901, p. 41.)

Governor Porter, Mr. Courtenay, and the General Agent were appointed as such a Committee.

At the same meeting there was also appointed a Committee of Three, consisting of Mr. Hoar, Mr. Choate, and Mr. Olney, to consider the legal aspects of the Nashville property in connection with the Peabody Education Fund.

As indicative of a desire to make some change and to add some improvement, on motion of Mr. Hoar, at this same meeting, it was

*Voted*, That it is desirable that a Local Council or Advisory Committee be appointed, to whom shall be committed such portions of the powers of this Board, as may seem expedient, over the administration and expenditures of the Peabody Normal College.

The Committee of Three met at Peabody College in Nashville, November 26, 1901, and reported among other things to the Peabody Board, October 1, 1902, that the offer without conditions of the grounds and buildings be accepted from the University of Nashville; that a Local Council had been appointed; and that the ground offered by the Maplewood Land Improvement Company for the location of the College was too far from the city and the supply of water insufficient.

As further evidence that the Board was in earnest in regard to readjusting its policy the following resolution was passed at the meeting of October 1, 1902:

WHEREAS, From time to time, the Presidents of the Peabody Normal College—Dr. Payne and Gov. Porter,—and the General Agent of this Board have made various suggestions and recommendations looking to improvements in the College; therefore

*Resolved*, That the Chairman appoint a Committee to consider the needs and opportunities of the College and to report what, in their judgment, should be done to increase the efficiency thereof, and to make and continue it as a fit memorial to Mr. Peabody and as a great Teachers' Training College for the Southern States.

*Secondly*, That the Committee prepare a report to be submitted at a meeting of the Board to be called by the Chairman next January in Washington to act upon the recommendations. This report to be printed in advance and furnished to each Trustee. (Proceedings, p. 46.)

This Committee consisted of Chairman of the Board, Chief-Justice Fuller, and Messrs. Gilman, Hoar, Porter, Smith, Fenner, and Curry.

Looking to complete study of the situation, not only from the standpoint of its own history, but for the whole of Southern educational activity, the following resolutions were passed (Proceedings, October 1, 1902, page 46) :

WHEREAS, The General Education Board, in its comprehensive "Statement of Policy", embraces in its objects generous aid to the people of the Southern States in their efforts for "the promotion of public education", and declares its purpose to "coöperate with other organizations engaged in Educational work," thus avoiding unnecessary duplication and simplifying and making more effective the general work; and to this end will further the establishment of Training Schools for teachers; therefore

*Resolved*, That Chief-Justice Fuller, and Messrs. Morgan, Olney, Somerville, Wetmore, and Courtenay, be appointed a Committee to seek a conference with the General Education Board with the view of ascertaining and, if possible, agreeing upon feasible and adequate methods of coöperation, including especially the building up of the Peabody Normal College.

*Secondly*, That this Committee is requested to be prepared to make its report at a special meeting to be called in January next.

And thus the Peabody Board originated and put in motion the ideas which were to be worked out step by step to final success

for the establishment of George Peabody College for Teachers. Deeply interested in this and constantly agitating the subject were Gov. Porter and Dr. Curry. The letters of Dr. Curry (quoted in Section VI, below) at this time and until his death are full of enthusiastic allusions to the project and abound in hope for the early and successful outcome of their wishes.

He was ill and not able to be present at the meeting of January, 1903, but his last days were cheered by the action taken by the Trustees on that date.

Dr. Gilman reported for the Committee to consider the needs and opportunities of the Peabody Normal College, and after a full discussion the following resolution, embodying the recommendations of the Committee, was passed (Proceedings, January 29, 1903, p. 8) :

*Resolved*, That in the opinion of this Board the Trust Fund in its hands, or a portion thereof, or a portion of the income thereof, should be applied, so far as legal or practicable, to the establishment or maintenance of a Teachers' College, to be called the "George Peabody College for Teachers," at such point in the Southern States as may be found advisable; and that a Committee of Five, to be appointed by the Chair, is hereby directed to confer with any other Boards or persons interested in the subject-matter, and to report at the next meeting of the Board a plan for carrying into effect the purpose and object above stated.

And that the Committee be authorized to call to their aid such specialists as may be by them deemed necessary.

The Committee appointed consisted of Messrs Gilman, Olney, Hoar, Morgan, and Smith.

Dr. Curry was spared to see this definite action taken by the Board, but died very soon afterward at Asheville, N. C., on February 12, 1903.

It is evident that the Board would sift thoroughly every particle of evidence before committing itself as to its new policy. It is equally evident that in formulating this new policy they were going to consider three elements: first in importance came Peabody Normal College at Nashville; and then the expert advice of educational leaders everywhere and public sentiment throughout the South; and also the coöperation of other Boards, particularly the assistance to be looked for from the General Education Board.

## VI. FORMULATING A PROPOSITION.

### (a) Trustees of the Peabody Education Fund.

The lead was properly taken in this matter by the Peabody Board, both because they were the natural medium through which any plan for Peabody College would have to be worked out, and it was also their purpose to safeguard the interest of the entire South in making any departure from their former program. The steps taken by the Peabody Board, giving expression to their desire to increase the facilities of the Peabody Normal College and to adjust it to its proper function in relation to all other teacher-training agencies of the South, have been related in the preceding section. Every one interested in Peabody College was fully aware that the highest and most unselfish aims would be the only arguments to which the Peabody Board would listen, and that any appeal from Nashville or elsewhere would have to be based upon full consideration of the total interests of the entire South.

### (b) Dr. J. L. M. Curry.

Dr. Curry as General Agent of the Peabody Board showed a very active interest in this movement. The expression of his opinion and the advice he gave were more or less authoritative, because he voiced the ideas of many individuals of the Board, probably a majority.

Dr. Curry insisted with great force that the Peabody Normal College was the proper basis for building an All-Southern Teachers College, and he insisted even more emphatically that it was necessary to begin at Nashville and in Tennessee by the offer of pecuniary gifts to the Peabody Board, conditioned upon a coöperative gift from the Board. The money side of the proposition was very clearly stated by him as will be seen in the quotations below, which are taken from letters addressed to the College authorities during 1901 and 1902. These letters also show a wide conception of the improvements that must be embodied in the Peabody Normal College and pointed out the completeness of the reorganization necessary for the College. The quotations from the Curry Letters follow:

June 20, 1901.

"Removal must be decided upon finally, before new buildings are undertaken. . . ."



September 7, 1901.

"The election of a new President will be used as a propitious time for putting the College on a sound and progressive basis and make it equal in endowment, buildings, and equipment and teaching faculty to any Teachers College in the United States.

"I think the Trustees can be persuaded to set apart irrevocably one million of dollars for the sole and exclusive use of the College, if Tennessee and Nashville will coöperate in a liberal and permanent manner. . . . .

"The Trustees will meet on November 7 and Governor Porter and myself should be empowered to submit legal and definite propositions. Mere promises, vague, indefinite, not obligatory, will not secure action by the Trustees."

December 5, 1901.

"I was rather inclined to consider favorably the acceptance of the gift of land and to provide for the erection of buildings and the removal of the College. . . . .

"The sale of the present lot would help, of course, towards the putting of the new site into a usable state. I am not sanguine as to the action of the next or any future Legislature of Tennessee.

"*We must put the College on a higher plane.* Good as it is, it is not what it ought to be and what it can be. I do not see any reason why we ought not to have the best Teachers College in the land. More money, improved faculty, better buildings, etc., will place us on a vantage ground never yet occupied. I fear that you and others will think that I am half crazy in my enthusiasm about the possibilities and in my purpose to devote the few remaining years of my life to the establishment and maintenance of such an institution as is needed."

(c) Governor Porter and the University of Nashville.

Peabody College was founded in 1875, when Governor Porter was the Chief Executive of Tennessee. He had much to do with arranging terms between Dr. Sears and the Trustees of the University of Nashville, by which the grounds and buildings of the University of Nashville were put at the disposal of Peabody College. It was he who induced the Trustees of the University of Nashville, and leading citizens of Nashville, to guarantee the sum of money required to meet the offer of \$6,000 from Dr.

Sears. And in 1880, when the removal of the College to Atlanta was threatened, it was Governor Porter who again induced Nashville to come to the rescue and make the location of the School in Nashville permanent.

Governor Porter and President Payne both urged upon the Peabody Board the advisability of closing the Trust in 1897 and bestowing a portion of the Fund upon the College as endowment. But the Trustees thought it inadvisable to attempt any change of policy because of unsettled business conditions and the general depression in all money matters, which caused great fluctuation in securities of every sort. Furthermore, there was no formulation of plans for the College sufficiently matured, either on the side of the Trustees or that of the College authorities, which would warrant early action by the Trustees. The Peabody Board, therefore, declared the time inopportune for closing the Trust. In 1901, Dr. William H. Payne resigned the Presidency of the College, and the Board asked Governor Porter to act as temporary President, until some definite policy for the College should be developed. His services to the College are thus referred to by Dr. J. L. M. Curry in his report of November 7, 1901 (Proceedings, November 7, 1901, p. 14):

The whole subject of the election of a President and of the present status and needs of the College is submitted to the early and earnest consideration of the Board. During the interregnum between the late close of the session and the choice of a President at this meeting of the Trustees, our colleague, Hon. James D. Porter, at my request and with the approval of the State Board and the Trustees of the University, advisory bodies, has been acting as President. He has a full acquaintance with the College in its minutest details. To no one apart from Dr. Sears are Tennessee, Nashville, and the Southern States as much indebted for the Peabody Normal College, in its original foundation, as to Governor Porter. Being the Executive at the time it had its birth, and amid the troubles and uncertainties of its infancy, he was as untiring as he was intelligent and useful in his friendship. From that time to this, in his varied positions as Governor, Trustee of the University, member of this Board, he has been faithful and watchful, and there seemed much fitness in intrusting him with opportunity and power during this transition period.

The faithful devotion of Governor Porter and the Trustees of the University of Nashville to the interests of Peabody College, called forth at this time the following expression from President Payne in his final report, dated September 26, 1901, some months after his resignation as President of the College (Proceedings, November 7, 1901, p. 47) :

I can not speak in too high terms of the magnanimity and liberality of the Trustees of the University of Nashville and their treatment of the Peabody Normal College. In the free use of buildings and grounds they have practically given their all to the College, and would gladly give more if they had it to give. Among other things, they have surrounded the entire campus of sixteen acres with a beautiful wall of solid masonry, so that this property has become one of the chief ornaments of the city of Nashville.

As acting President of the College, Governor Porter at once began to gather information from all sources and to arouse interest in expanding the usefulness of the College. He and Dr. Curry became thoroughly convinced of the need for a central Teachers College in the South, and as thoroughly convinced that the foundation for it was already laid in Peabody College

At the instance of Governor Porter, the Trustees of the University of Nashville took the initiative in presenting a proposition to the Trustees of the Peabody Education Fund looking toward the permanent endowment of Peabody College. It was perhaps thought by these friends of the institution that the Peabody Board might use the title of the University of Nashville and develop the institution from their point of view. Peabody College had never secured a charter of its own, but had done its work by friendly coöperation and free use of the charter privileges of the University. The generosity of the Trustees of the University of Nashville had given them some reason to hope that the Peabody Board would become responsible for the entire educational plant at Nashville, and take legal steps to unify all the parts and develop a consistently organized institution. That this hope was constantly cherished is shown by various resolutions in the Minutes of the University of Nashville. In 1880, when the question of moving the institution to Atlanta was agitated, the Trustees urged a final answer from the Peabody Board in recognition for support from Nashville. And again in 1892 similar overtures

were made, with offers of money and grounds, provided the Peabody Board would pledge itself to assume responsibility for the institution already in existence, by friendly coöperation with the University of Nashville. The Peabody Board did not think it wise to accept any of these suggestions.

The action of the Trustees of the University of Nashville in 1902, to which allusion has just been made, was taken at a meeting of January 9 and put into a formal motion as follows:

*Resolved*, That the President and Secretary of this Board be and are hereby authorized to convey to the Trustees of the Peabody Education Fund by Deed, the sixteen acres of ground in Nashville, bounded by South Market, Lindsley, University, and Middleton Streets, and now occupied by the Peabody Normal College, with power in them to sell the same and reinvest proceeds thereof in Davidson County, if it should at any time become inexpedient to conduct said College or similar institution on the premises herein described.

On the basis of this authority a form of Deed was drawn up and submitted to the Peabody Board at their meeting of October 1, 1902. The Legal Committee doubted the authority of the Trustees of the University of Nashville to abdicate their own functions without further legislative action, which they were advised to procure.

Governor Porter, therefore, asked the next session of the Legislature for this authority, and after it was granted the Trustees of the University of Nashville drew up the following Deed, which was submitted to the Peabody Board (Proceedings, October 4, 1905, p. 15):

#### UNIVERSITY OF NASHVILLE.

WHEREAS, By an Act passed on the 7th day of April, 1903, and approved by the Governor of Tennessee on the 10th day of April, 1903, the General Assembly of the State of Tennessee did, by said Act, authorize and empower all educational institutions chartered under the laws of Tennessee, to sell such portions of their real estate as they might find unnecessary for the purposes of their incorporation or which they might have ceased to use in their corporate capacity for educational purposes; and

WHEREAS, Said Act further authorized said educational institutions to donate such property to any other educational institution which would use the same or the proceeds thereof for educational purposes; and

WHEREAS, By an Act of the General Assembly of the State of Tennessee passed January 23, 1903, and approved January 30, 1903, the Charter of the University of Nashville was so amended as to authorize and permit the Trustees of the University of Nashville to transfer and convey by deed to the Trustees of the Peabody Education Fund that property of the University of Nashville included within the present limits of the University Campus; and

WHEREAS, Said Act further provided that such conveyance should be made pursuant to a majority vote of the Trustees of the University of Nashville who might attend any regular or called meetings of such Trustees, with the proviso that not less than a majority of the entire number of Trustees should constitute a quorum for the transaction of the business by said Act authorized; and

WHEREAS, It was further provided by said Act that said conveyance, if authorized by such majority vote, should thereupon be executed by the President of the Board of Trustees of the said University of Nashville, under the corporate seal of said University, and should be further attested by the Secretary of said Board of Trustees; and

WHEREAS, On the 30th day of May, 1904, at a meeting of the Trustees of the University of Nashville, there being then and there present twelve (12) of said Trustees, the said number constituting a majority of the Trustees of said University of Nashville, the following resolution was offered and passed by the unanimous vote of the said Trustees then and there present, to-wit:

*"Resolved*, That the President and the Secretary of the Board of Trustees of the University of Nashville be, and they are hereby, authorized and directed to convey to the Trustees of the Peabody Education Fund, by deed signed by the President and Secretary of the Board of Trustees, and attested by the corporate seal of the University of Nashville, the sixteen (16) acres of



ground in Nashville, lying within the present limits of the University Campus, which property is more particularly bounded as follows: On the North by Middleton Avenue, on which it fronts about 837 feet; on the West by South Market Street, on which it fronts about 799 feet; on the South by Lindsley Avenue, on which it fronts about 837 feet; on the East by University Street, on which it fronts about 806 feet.

*Resolved, further,* That said conveyance shall be made upon the consideration hereinafter expressed, to-wit: For and in consideration of the sum of One Dollar, and for the further consideration that the Trustees of the Peabody Education Fund, for themselves and their successors in trust, shall, by the acceptance of such deed, promise, undertake, and agree to maintain upon the premises hereby conveyed a college for teachers, or such other institution of learning as may be within the scope of the powers possessed by said Trustees of the Peabody Education Fund, or in case it should be found necessary and expedient in the judgment of the Trustees of the Peabody Education Fund, in the performance of their trust, to dispose of said premises, then the proceeds of said premises are by the Trustees of the Peabody Education Fund to be devoted to the establishment and maintenance in Nashville, Davidson County, Tennessee, of a college for teachers or such other institution of learning as may be within the scope of the powers possessed by said Trustees of the Peabody Education Fund.

*Resolved, further,* That said deed so executed shall contain full warranties of title for and on behalf of the University of Nashville."

*Now, therefore,* by virtue of the power and authority vested in the Trustees of the University of Nashville by the Charter of said University and by the Acts of the General Assembly of the State of Tennessee hereinbefore recited, and pursuant to the resolution hereinbefore recited, and for and in consideration of the sum of One Dollar in hand paid, and for the further consideration that the Trustees of the Peabody Education Fund, for themselves and their successors in trust, do, by the acceptance of this deed, promise, undertake, and agree to maintain upon the premises hereinafter conveyed a

college for teachers or such other institution of learning as may be within the scope of the powers possessed by said Trustees of the Peabody Education Fund, or in case it should be found necessary or expedient by the Trustees of the Peabody Education Fund, in the performance of their trust, to dispose of said premises, then to devote the proceeds of said premises to the establishment and maintenance in Nashville, Davidson County, Tennessee, of a college for teachers or such other institution of learning as may be within the scope of the powers possessed by said Trustees of the Peabody Education Fund.

We, the Trustees of the University of Nashville, by and through James D. Porter, President, and John M. Bass, Secretary of the Board of Trustees of the University of Nashville, do hereby transfer, alien, and convey to the Trustees of the Peabody Education Fund and their successors in trust forever, all the right, title, claim, and interest which the University of Nashville has in and to the sixteen (16) acres of ground in Nashville, lying within the University Campus, which property is more particularly bounded as follows: On the North by Middleton Avenue, on which it fronts about eight hundred and thirty-seven (837) feet; on the West by South Market Street, on which it fronts about seven hundred and ninety-nine (799) feet; on the South by Lindsley Avenue, on which it fronts about eight hundred and thirty-seven (837) feet; on the East by University Street, on which it fronts about eight hundred and six (806) feet;

*To Have and to Hold* the before described premises, together with all the lands, tenements, and hereditaments thereunto appertaining and belonging, to the said Trustees of the Peabody Education Fund and their successors in trust forever, for the purpose of maintaining upon the said premises a college for teachers or such other institution of learning as may be within the scope of the powers possessed by said Trustees of the Peabody Education Fund, or in case it should be found necessary or expedient by the Trustees of the Peabody Education Fund, in the performance of their trust, to dispose of said premises, then to devote the proceeds of said premises to the establishment and maintenance in Nashville.

Davidson County, Tennessee, of a college for teachers or such other institution of learning as may be within the scope of the powers possessed by said Trustees of the Peabody Education Fund.

And the Trustees of the University of Nashville do hereby, for and on behalf of said University of Nashville, covenant with the Trustees of the Peabody Education Fund that said University of Nashville is lawfully seized and possessed of the before described premises; that said University of Nashville has a good right to sell and convey the same, and that said property is unencumbered, and that said University of Nashville will forever warrant and defend the title to the said property against the lawful claims and demands of all persons whomsoever.

*In Testimony Whereof*, We, James D. Porter, President of the Board of Trustees of the University of Nashville, and John M. Bass, Secretary of said Board of Trustees of the University of Nashville, have hereunto set our hands as such President and Secretary, respectively, and have also hereunto affixed the corporate seal of the University of Nashville, on this the 30th day of May, 1904.

THE UNIVERSITY OF NASHVILLE,  
By JAMES D. PORTER, *President*.

(Seal)

Attest: JNO. M. BASS, *Secretary*.

STATE OF TENNESSEE—COUNTY OF DAVIDSON.

Before mé, Boyte C. Howell, a Notary Public, in and for the State and County aforesaid, personally appeared James D. Porter and John M. Bass, with whom I am personally acquainted, and who, upon oath, acknowledged themselves to be the President and Secretary, respectively, of the Board of Trustees of the University of Nashville, the within named bargainor, a corporation, and that they as such President and Secretary, being authorized so to do, executed the foregoing instrument for the purpose therein contained, by signing the name of

the corporation by themselves as President and Secretary, respectively.

Witness my hand and seal at office this 31st day of May, 1904.

BOYTE C. HOWELL,  
*Notary Public.*

My commission expires October 8, 1907.

(Seal)

BOYTE C. HOWELL, N. P.

## VII. THE PART OF THE ALUMNI IN THIS MOVEMENT.

While the Trustees of the Peabody Education Fund were thoughtfully investigating the conditions which called for the change in their policy and were, among other objects, considering the advisability of applying their funds towards a central teachers college; and while Gov. Porter and his group of friends at Nashville were making definite offers to the Peabody Board, looking to the procuring of a permanent fund for the College; the Alumni and Faculty of the College began activity for pressing all the propositions upon a well reasoned educational program. Gov. Porter, President of the College, had his part in these counsels; but the leading spirit in the Faculty was Prof. A. P. Bourland. A full and frank discussion with the Alumni was had by correspondence and by conference, which resulted in a complete organization in all the Southern States. Through this organization a bureau of research established at the College disseminated suggestions and gathered data. The result of this investigation brought overwhelming testimony: (1) as to the inadequacy of a supply of trained teachers in the ranks; (2) as to the dearth of trained administrators and leaders for the proper guiding of educational progress; (3) as to the need for a central teachers college for the training of these leaders and for the stimulation of the vast army of teachers in the ranks; (4) as to the value of the work already accomplished by Peabody College and the desirability and possibility of using it as the foundation for the Teachers College, of expanding it into Greater Peabody College.

The utmost unanimity prevailed among the Alumni, and a statement of their views was accordingly an easy matter. They all felt the greatest enthusiasm regarding the value of Peabody College to Southern education, and were ready always to argue the importance of preserving, continuing, enlarging, and indefinitely

expanding the usefulness of the institution. These supporters of this enterprise were naturally the most enthusiastic and were, fortunately, those whose views were still plastic. The Alumni were always to be counted upon as ready for change and progress, not inclined to waste regrets upon having outgrown previous conditions.

In the prosecution of their efforts, the Alumni finally called a representative gathering to meet at Nashville. Accordingly on November 21, 1903, the Alumni Conference, consisting of fifteen delegates, met and formulated a statement which was issued as an address to the Southern people. That document is quoted here in full:

“‘THE GREAT NEED OF THE SOUTH.’

“George Peabody made his first gift to Southern education on the 7th day of February, 1867. In the beginning the Board he had named determined to expend the income from the Fund for the ‘general and permanent improvement of education in the South.’ They believed that this could be done by the ‘creation and development of an educated teaching class.’

“However, beginning amid the ruins of war it was necessary to aid the States in building systems of public schools, which Dr. Sears reported as accomplished in 1874. The next necessity was ‘an army of trained teachers.’ Dr. Sears says that the chief danger was the cheap teacher. Where he is, change and confusion will be perpetual. Schools will sink as the teachers sink. People will not vote money where little good is accomplished. The only way to prevent disastrous results and to make the schools effective is to provide for teacher-training. Therefore, the Board began to turn to the ‘second feature of its original plan—the endowment and encouragement of Normal Schools, the establishment of scholarships, and the promotion of teachers’ institutes.’

“‘It was essential,’ says Mr. Winthrop, the first President, ‘to begin our normal policy with a model institution—a Normal for the Normals—which we could keep under our own supervision and control, and from which we could send forth thoroughly trained teachers to the other States.’ Hence in 1875 the Board established the Peabody College, which it has since conducted for the purpose of training teachers for all the South. That Mr. Peabody’s beneficence might reach every section, scholarships have been maintained from every Southern State.



"Dr. Curry, the second General Agent, found that the teachers trained in the College were 'the leaven of the public schools and academies. Many of the reforms in organization and teaching, as well as a healthier educational opinion, could be traced to them. The level of professional training had been considerably raised. Thus the development of public education and the elevation of teachers went along with equal pace.'

"As rapidly as possible the States were encouraged to establish colleges especially to train teachers for the public schools. To these the Peabody College was an example; to them it sent principals and teachers, making them largely the outcome of Peabody influence and benefactions. As the State Normal Colleges supplied the training needed for work in the public schools more and more fully, it was expected that the Peabody College should carry forward their work so as to fit for leadership. 'In accordance with the views of the Trustees of the Peabody Education Fund, our aim is a professional College for all the Southern States; not designed, however, to be a substitute for local or State or other normal schools, but a supplement to them all, in which special instruction and training shall be carried to as high a degree as circumstances permit.' \*

"In a letter to the Trustees, October, 1901, Dr. Curry sets forth what the relations between the Peabody College and the State Normal Colleges were expected to be. He urges that they should be correlated and mutually helpful in purpose and work. 'Our College, while sustaining toward them somewhat of a parental relation, should exert by virtue of age and preëminence a molding, directing, and elevating influence. The State Normal Schools, being in sympathetic accord, will naturally look to the head of the Peabody College for effective coöperation and helpfulness. He should visit these schools, and others, and teachers' associations, advise as to principles of supervision, and keep himself in close and friendly touch with school superintendents.'

"Dr. Curry says further: 'The purpose of the College is the training of teachers of a high grade, to develop moral, intellectual and patriotic forces which shall permeate every neighborhood of the growing Southland. Such a College would be a transforming, uplifting, educational agency whose value and influence would be felt in every public school and college, and be of inestimable benefit.'

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\*Dr. Eben S. Stearns, the first President of the College, Anniversary address; 1884.

"A further purpose is revealed in Mr. Winthrop's address to the Board, October, 1890: 'I am glad to feel that at least one substantial and enduring memorial of our noble Founder and of the work which he has done may, with the blessing of God, outlast us all, and may, as we trust, worthily commend the name of George Peabody in company with those of Harvard, and Yale, and Bowdoin, and Brown.' In a letter to the Trustees, October, 1901, Dr. Curry wrote: 'It may not be amiss to emphasize afresh that the Peabody College is to be an enduring monument of the Founder, and also of great and permanent value to the Trust.'

"As the Peabody College was to be devoted to the training of teachers for all the South, it could not expect maintenance from any one State. Hence the founders planned permanent and independent provision for it. In a letter to the Trustees, December 13, 1889, Mr. Winthrop, the President and the personal friend of George Peabody wrote: 'In every view the Peabody College has the first and highest claim to our consideration, and should receive the largest share of the distributed Fund. It would be a most enduring monument of Mr. Peabody's munificence.' In 1901, Dr. Curry wrote to the Trustees: 'While no positive action looking thereto has been taken, there has been an expressed understanding, probably amounting to unanimity, that a large and approximately adequate proportion of the Fund would be ultimately set apart for the endowment of the College.' In the same letter Dr. Curry urged that the remainder of the Fund be devoted to teachers' institutes and to the State Normal Colleges.

"Why should this be the ultimate goal of the Fund? With rare wisdom the Board adhered to the early resolve to aim at permanence in all its work. An institution incarnating the spirit of George Peabody and endowed for the education of the teachers would develop the intelligence and skill necessary to create wealth. Dr. Sears worked according to this belief: 'With advancing prosperity come corresponding ability and inclination to foster general education. With increased taxable property, school revenues increase.'\* In this way the College would aid in solving one side of the educational problem.

"As Prof. Claxton truly observes: 'If the people solve the question of the teacher, all other questions will be solved.' Then,

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\*"History of Peabody Education Fund," Dr. J. L. M. Curry.

in creating an agency to work for this solution, the Board would do its utmost for the Southern people.

"It was an unusual foresight that planned such a College. But, even if its efficiency were increased as much as resources permitted, would it be able to supply the needs of the schools?

"In his Richmond address, Chancellor Kirkland asserted that a large proportion of the teachers in the public schools are unfit for their positions. He cites the fact that of 20,662 teachers in ten of the wealthiest Northern States, two years ago, 2,450 were teaching without experience, 4,880 had only a common school education, and 8,600 had not studied beyond the high school. 'If this state of affairs exists in the States whose systems of public schools are held up to us as models, what would the record of the Southern States show?' 'In my own State,' continues the speaker, 'out of 9,396 certificates issued in 1900, 7,086 were third grade, and few if any of these teachers had any instruction in school methods. This is a typical instance of Southern conditions. What can be done to remedy this state of affairs. One view often expressed is that this matter will settle itself as soon as longer school terms and better pay are provided. But the President of the Conference for Education in the South, in his annual address one year ago, asked this question: 'If millions of money were ready, where are the teachers? Is not this a question for pedagogy to solve?' Our great educational revival will bring us longer terms; about this there can be no doubt. The writing on the wall is plain, and can not be misinterpreted. This change will come more rapidly than some of us have dared to hope, but will we have an improved order of teachers ready to meet the new conditions? This inquiry we can certainly answer in the negative unless we begin now to make preparation. This problem calls for more active efforts than hitherto have been put forth.'

"Then is it not plain what the effort of the hour should be? The States are building their own Normal Colleges. What would be the special service of the College projected by the benefactors to whom George Peabody committed his Trust?

"Educational development in the South within the immediate future is going to be in the direction of more perfectly organized and more adequately equipped State systems of schools. This will affect all grades from the kindergarten to the University. Organized effort is now being made to create public sentiment for construction and reconstruction all along the line. At many points

sentiment is already passing over into activity. In every Southern State there is prospect for marked advance.

"This work of development within the States would be greatly facilitated by a Teachers' College, planned, located, and equipped with reference to the service of the South as a whole.

"This institution should undertake to fit men for the higher positions. The State Normal Colleges may be expected to train teachers for elementary and grammar schools, but it will be difficult for them to prepare teachers for high schools, normal schools, and colleges. If the ordinary colleges are depended upon to supply teachers for these places, these teachers will come to their work with no professional training. The Teachers' College should not duplicate the work of the State Normal Schools, but should coöperate with them, supplementing them by giving a type of proficient higher training.

"Such an institution can do a work which the department of education in the State Universities can not do so well. All State institutions work within State limits and with special reference to conditions peculiar to the State. The Teachers' College would be a clearing house for educational conditions throughout the South. Its students would be drawn from all the Southern States, giving it a larger and more representative life than can be made possible in any State institution. In it attention would be habitually directed toward educational problems affecting large areas. This atmosphere and habit of mind is essential to the development of educational statesmanship. This central College would thus render effective service by sending back into all the States men trained for this leadership. Shaping educational thought and practice through men of large directive capacity, it would touch every grade of education, lifting the whole to a higher plane.

"The greatest educational need of the South at present is leadership, which it is the peculiar function of this institution to supply, by training principals for high schools, superintendents for cities and counties. At no time in our history have we needed intellectual power as we will need it during the next century. Hence, our schools must be made more vital and more productive than ever before.

"The central Teachers' College would again supplement the State systems by supplying trained specialists in manual training, domestic art, nature study, geography, botany, in the arts and studies that minister to the activities of daily life. If the South is successful in the world's markets the people must acquire a



mastery of the crafts and sciences. Through a practice school the College should train kindergartners and elementary teachers so that they can train others. The demand for such specialists within the limits of a single State would not justify it in making the expenditure necessary for their training. If this work is to be done in the South, it must be done by special endowment at some institution which can supply a large area.

"Another function of the College would be to work out educational problems. The make-up of the vital school is not determined. We have barely started to find out the school best suited to the country districts. The College ought to render real service in the solution of the rural school problem. It is useless to talk of taxation when there is little to tax. If the College were to make continuous effort to inspire its best students to go to the uncultivated regions, plant and develop vital schools, it would make at least a step in the right direction.

"The Peabody College, in coöperation with the State Normal Colleges, would be a powerful agency to aid in the campaigns for school reform or local taxation. Through their students ideas could be planted and movements directed in every section of the South. The training of leaders and the campaign for educational progress go hand in hand.

"Such a College is necessary to sustain the educational revival now in progress. To attempt to better the Public Schools without increasing the supply of professional teachers, superintendents and educational leaders, must lead to failure. Trained in a strong institution, these would become teachers of teachers, and thus new life would constantly be infused into the Southern work. Somehow, educational reform begins at the top and filters downward.

"With its Faculty of teachers, lecturers and investigators; with its student-body made up of specialists in philosophy, letters and science, of teachers struggling for a mastery of their art, of educators engaged in research work, the College would become a head for the entire Southern educational system, and consequently a source of progress that is sure to bring mastery.

"An inevitable result would be a wide and deeply-reaching diffusion of the beneficence of George Peabody. Transform a country boy into a skilled teacher, and you may change his range of activities from a neighborhood to a county or State, wherein every child draws benefit from his increased power. When a



youth passes through the College to become a Normal College President he may uplift a State.

"Economy is likewise a ground of justification for a central College for the higher training of teachers. Instead of establishing a military school in every State of the Union, the National Government supports but one for the training of soldiers. By concentration the greatest good to the greatest number is thus secured at the minimum cost. If the Peabody Fund were divided among twelve States it would give to each one such a small sum as to dissipate the whole in trifling efforts. It would be like administering homeopathic doses for allopathic needs.

"From the beginning the Peabody Board has pursued the policy of reaching wide areas through the development of 'power and efficacy' in a few centers. A strong College would attract and develop strong men. As Chancellor Kirkland says: 'Big men must go into big school-houses, else the educational revival of the South will amount to little.'

"An equable distribution of the Fund would be insured by maintaining scholarships for each of the Southern States apportioned on a basis like that of Congressional representation. If the graduates of the State Normal Colleges were preferred for these scholarships many of the stronger among these would be induced to struggle for higher efficiency. Moreover, the scholarships would tend to unify the South for the promotion of the best means and ends of education, attracting at the same time able recruits to the teaching profession.

"After seeing how the work of the Peabody Board progressed toward a Southern Teachers' College, and after a view of the service this College would render education, we are led to ask: Is the time ripe for it? In 1901, Dr. Curry declared: 'The great problem of the day is the creation of a teaching class endowed with the powers of command.' At the Richmond Conference in 1903, in his report on the 'Educational Conditions of the South at Large,' in summarizing what is needed, Dr. Charles W. Dabney says: 'The great need of the South after all is a great Teachers' College which shall educate and train the men and women who are to be the leaders and directors in the Southern schools of the future.'

"Add to our knowledge of the conditions around us the statement of Chancellor Kirkland: 'All the problems of the school are in the end the problem of the teacher,' and it becomes evident that the time calls for the Teachers' College.

"No single agency has been of more service in forwarding Southern progress than the plan which the Peabody Board has been working out through the past thirty-six years.

"Therefore, we ask the friends of education to join us in petitioning the Board to carry forward the work of training teachers along the lines it has hitherto followed. Looking to the continuous development of Southern schools, we ask you to join us in further petitioning the Board to make permanent provision for a Peabody College for Teachers, which shall train educational leaders for the entire South, and be an enduring memorial of our greatest Benefactor. To attract a high order of talent to the teachers' profession, we further request that the Board maintain scholarships to be distributed among the Southern States according to Congressional representation. We believe that further resources expended in fostering the State Normal Colleges will bring needed results that can be had in no other way.

"To the Peabody Board we owe a debt of gratitude for refusing to lend its aid to 'temporary expedients,' and a greater debt of gratitude for using its Fund to promote 'general and permanent improvement of education in the South.'

"Hon. Robert C. Winthrop, referred to in this paper, was Mr. Peabody's adviser regarding the Southern benefaction, and the first President of the Board of Trustees.

"Dr. Barnas Sears, the first General Agent, outlined the plan which the Board afterwards carried out. The last notable act of his administration was the founding of the Peabody Normal College.

"Dr. J. L. M. Curry was the successor of Dr. Sears, and carried forward the plan adopted at the outset. He died in the early part of 1903. His final plea was for the College for Teachers.

*"This Address is issued by a  
Conference of the Alumni of the  
Peabody College for Teachers.  
December 18, 1903."*

In January of the next year these same representatives addressed a petition to the Trustees of the Peabody Education Fund, in which it was argued that the wisest possible use of the Peabody Fund would be its concentration in the Peabody College at Nashville. That document is here quoted in full:

“TO THE PEABODY BOARD OF TRUST :

“We, the undersigned, representing the alumni of the Peabody College for Teachers, having heard that you contemplate a change of policy with reference to our institution, feel that our love for our alma mater, our interest in Southern education, and our relationship to you are sufficient excuse for this, our first approach to your honorable body.

“We wish, first of all, to express our grateful appreciation of what you have done in the management of Mr. Peabody's benefaction to promote Southern education, especially in creating and fostering our alma mater ; for without this institution many of us would have had no collegiate training at all, and most of us would have had a training inferior to that which we have received. We wish next to say that as much as we love our college and as strongly as we desire the realization of its possibilities, we wish it developed only in such a way as shall most effectively meet the South's educational needs.

“The problem confronting you with reference to our college we understand to be: (1) Shall the Peabody College for Teachers be reduced to the plane of a normal school for the State of Tennessee, or (2) shall it be developed and maintained as a teachers' college for the whole South?

“To reduce our alma mater to the plane of a State normal school seems to us most inadvisable, not to mention the pain which the very thought of it has brought to us from the moment of its suggestion.

“1. In the first place, the foundation already laid in your development of this college is too valuable to be thus sacrificed :

“(a) A Collegiate Department approximately the equal of the better colleges of the South and three years in advance of the average State normal school.

“(b) A faculty containing young men of ‘good academic training,’ of ‘scholarly tastes,’ capable of doing ‘a high grade of collegiate work’—the ‘stuff of which a fine faculty for a teachers' college can be made.’ (Dean Russell.) Some of these have remained at the college at great personal sacrifice, held by the fine student body and the possibilities of far-reaching usefulness.

“(c) A student body containing more able young men than can be found anywhere else in this country avowedly in training for teaching (Dean Russell), more representative of the whole South than is the student body of any other institution.

“(d) Ten thousand graduates and former students, ‘admitted to the fellowship of scholarly men,’ remaining for the greatest part in educational work, holding the most important educational positions in the South, conducting always and everywhere the most effective type of educational campaigns—in fact, ‘the most potent single factor in the present educational reconstruction of the South.’ We give these examples of the positions held and the work being accomplished by these graduates: At Athens, Ga., the professor of education in the State University, the superintendent of the Athens city schools, the teacher of literature in the Lucy Cobb Institute, the president of the Georgia State Normal School and four of the more important members of his faculty, are Peabody graduates. For the mountains of Northwestern North Carolina and Southwestern Virginia the Peabody graduates ‘are doing for education . . . more than all the other colleges and universities combined.’ (County Superintendent of Allegheny County, N. C.) ‘About thirty per cent of the professionally trained teachers of Alabama and about fifty per cent of those in Arkansas, who remain permanently in the profession, are graduates of the Peabody College for Teachers.’ West Virginia, ‘while as remote as any other Southern State from Nashville, and less in sympathy with Southern thought, tradition, and interest than any other of the so-called ‘Southern States,’ has felt the impulse of this institution in every department of its educational work. Today two leading professors of West Virginia University, one holding the chair of education, are Peabody alumni. Two of our normal-school principals are Peabody graduates [the recent death of Professor Ross leaves but one]. A number of our assistant normal-school teachers are Peabody alumni; many of our public-school principals, superintendents, and teachers are Peabody graduates, holding usually responsible positions. Great numbers of West Virginia students—such as Phillips, of the University of Colorado; T. J. Woofter, of Georgia; Henderson and Maxwell, of Texas; and others—have in other States sought fields of employment.’ (Stuart H. Bowman, member of the West Virginia Legislature and author of the Bowman Educational Bill.) We have cited these examples, not because they are exceptional, but because they are typical of the positions occupied and the work that is being done by the Peabody alumni throughout the South.

“(e) But the most valuable of all, and that which has made the foregoing effective, constituting their most essential worth, is the

Peabody spirit. That fine spirit of broad-minded and farseeing philanthropy and of intelligent and loving service which impelled Mr. Peabody to make his benefaction, and which has influenced you in your administration of the trust, has, through the faculty, taken possession of the student body; so that each succeeding class has gone forth from the college halls inspired by that true missionary zeal to labor earnestly and effectively to meet the South's educational needs. Hand in hand with the Peabody spirit of service, and consecrated by it, has gone that truly scholarly spirit, 'curious to know and never satisfied,' which has led so many of the alumni to continue their education in the best universities and otherwise through every available means. These are things that require time and most favorable conditions for their birth and development—things that money can not buy, things that ought to be held sacred, things that can not be lost without permanent and far-reaching hurt to the best interests of Southern life and education.

"2. For our college to be reduced to a normal school, rather than developed as a teachers' college, is further inadvisable, in that it would involve a reversion of your whole past policy. When the Peabody Board began its work, 'not a single Southern State within the field of its operation had a system of free public schools. . . . The trustees decided—and most wisely—to induce these States to include free and universal education among their permanent obligations, and their effort was rewarded with early success. . . . It soon became manifest that an essential condition of success in public education was an increased number of more efficient and better-prepared teachers and that the purpose of the Fund could best be carried out by aiding the States in the training of teachers. The original method of aid, after some years of pioneer experience, was partially abandoned; and the limited income was devoted to the preparation of teachers to supply the schools, rather than assisting to supply schools to the people. This did not mean that the original method was faulty or should at first have been subordinate to professional training; it meant that the best way to advance a public-school system, after it has reached a certain rudimentary stage of development, is to provide it with qualified teachers.' (Dr. Curry, in 'Proceedings of Peabody Education Board,' Volume V, pages 195, 196.) This new policy of concentrating your effort mainly on normal schools was, according to Dr. Sears in his last report, 'received with great favor.' Under the new policy 'the Pea-



body College for Teachers and the twenty or more normal schools developed by the aid and encouragement of the Peabody Board have, through the labors of their faculties and graduates, continued the work that was undertaken during the period of the first policy, bringing it continually to a higher degree of perfection, and have supplied the greater part of the promising young leadership in Southern education.' During this period of the new policy was laid in the Peabody College for Teachers the foundation of the prophecy and promise so often referred to by Mr. Winthrop and the authorized agents of your Board—that the Peabody College for Teachers should become a teachers' college for the whole South, which should be a worthy monument to Mr. Peabody as well as the most adequate embodiment of the Peabody spirit.

"3. Then, unless some new interest of manifestly superior claims has arisen, ought we to be required to bear the pain of witnessing the humiliation of our alma mater—as dear to us as yours is to you—not to argue at this point the professional hurt to us individually or the loss to the South by leaving so large a body of alumni without the unifying and directing influence of a worthy alma mater? Do the needs of the South demand such a sacrifice? Are the reasons assigned for it of such importance as to justify it?

"4. The most fundamental needs of public education in the South are: An educational campaign to secure an increase of popular interest in education, a system of normal schools to furnish an adequate supply of trained teachers for the public schools, a teachers' college to furnish a higher teaching class, and an educated leadership for the whole South. It has been argued that the Peabody Board should center its efforts upon a campaign in behalf of popular education, the reasons assigned being that 'the fundamental need of the school of the South is more money; in order to secure good teachers and longer terms; . . . that the teacher-training equipment, though far from what we would like to see it, is still much in advance of the demand for the best-trained teachers.' It is further claimed that outside of Louisiana, Tennessee, and Missouri, 'not twenty-five counties in the entire South have voted special tax for school purposes on all their property.' That we might ascertain the facts with reference to these assertions, we have asked certain questions of every city superintendent, county superintendent, and State superintendent

throughout the South. Replies have so far been received from all the State superintendents, except those of Virginia, West Virginia, and Georgia, and from about half of the county superintendents and city superintendents. These replies and the tabulations which we wish to submit show, among other things, that there is a large and growing demand for superintendents of schools and that there is an immediate conscious demand for professionally trained teachers, fully twice as great as the number at present employed. As to the local tax for school purposes, we find from the replies received by us and from the published 'Proceedings of the Peabody Board' at its last meeting (page 48) the following state of affairs: The principle is recognized throughout the South. In four of the States—West Virginia, Florida, Louisiana, and Arkansas—more than fifty per cent of the school fund is raised by local taxation; in Tennessee, where on the face of the report in your 'Proceedings' there is no local taxation, 'the counties are required to supplement [the State] tax and are levying from ten to forty mills on the dollar;' in North Carolina and Alabama conditions are worse, but an active campaign is in progress in North Carolina, and Alabama is 'organizing to attempt' such a campaign; every county in Florida levies a local tax, as do one-half of the fifty-eight counties in Louisiana and as do thirty-five out of the ninety counties in Mississippi; in Arkansas ninety-seven per cent of the school districts levy taxes. The reports further show that there is a widespread and growing interest in campaigns for popular education, and the very significant statement is often made in the reports that these campaigns are being conducted by professionally trained teachers, a very large proportion of them being Peabody men, thus indicating that the properly qualified teacher is necessary to create the conditions for a successful campaign; that he, best of all, can conduct such a campaign; and that he alone can make permanent the results that are attained.

"In addition to the foregoing reasons, there are these further reasons why your funds should not be diverted into an educational campaign:

"(a) Your funds could do no more than hasten the result of an educational campaign that is already in progress.

"(b) The funds at your disposal, if divided among the States of the South, would prove inadequate to anything like a thorough campaign.

“(c) If an extensive campaign of the direct type were undertaken, would it not prove very difficult to secure a sufficient number of able and trustworthy men, and would there not be danger of its falling into the hands of educational politicians?”

“(d) Can not all direct work of an educational campaign that is necessary in the South be left to the General Education Board, which is at work along this line, ‘with all the funds that it can spend wisely?’

“A system of normal schools, whose purpose is to supply teachers for the public schools, does not demand such a sacrifice, because they are becoming so firmly established that the States will care for them. The largest amount that any one now receives from your Board is \$2,000, which is only a small proportion of its total income. The most effective aid that you can render the normal schools at present and for the future is to supply them with presidents and teachers for their faculties, to give unity and intelligent direction to their policies, and to furnish a graduate school for their alumni. Thus it appears that the educational campaign and the normal schools both demand the completion of your past policy rather than its abandonment; and the utilization, rather than the sacrifice, of all your previous efforts.

“The third educational need of the South, a teachers’ college to supply an educated teaching class and trained leadership, not only does not sacrifice anything of your previous work or policy, but can be most speedily, economically, and effectively accomplished through the utilization of the resources of the foundation already laid in the Peabody College for Teachers; for a teachers’ college is the logical culmination of your previous policy, and is the goal toward which your work has for three decades been making. A teachers’ college adequate to the present needs of the entire South can be developed by the judicious expenditure upon the present buildings and grounds of part of the funds offered by the city of Nashville and the State of Tennessee, by a slight raising of the present standard through the reorganization of the faculty in such a way as to retain its present essential strength and add thereto whatever is needed of new material, and by coördinating with the academic department thus formed the essential elements of a professional department of first rank. The teachers’ college thus developed from the present institution will, by reason of that very fact, retain and augment its already representative student constituency; it will preserve, strengthen, and direct all the tremendous resources inherent in the alumni and former students.

'Not to utilize the intelligent enthusiasm and high professional standing of this alumni association in Southern life and education would be to neglect an opportunity that is rarely presented in educational progress.'

"5. The function of such an institution gives additional significance to the foregoing considerations.

"(a) Through the body of the teachers and statesmen forming its faculty it would advance educational thought, train educational leaders, and direct educational movements. This institution—commanding, as it would, the educational situation of the entire South—would form the most inviting field of labor for teachers and leaders not only of the whole section, but quite possibly of the whole country. In no other institution would such an opportunity be offered so quickly and so thoroughly to affect the life of a people, and from no other vantage point could an educational campaign be conducted with such vigor and such effectiveness.

"(b) Through the opportunities thus offered to the educated young men of the South the teaching profession may reasonably be expected to become the most inviting of all. Previous to the efforts of the Peabody Board to create a teaching class, the graduates of Southern colleges for the most part entered the professions of law, medicine, and theology; teaching as a profession did not exist. Now a large proportion of the graduates of our State and denominational colleges earnestly desire an adequate preparation for this most fundamental of professions. At no period of the South's history has the demand for educated teachers been so insistent, and never before could the teacher's influence affect so vitally and so wholesomely the life of this section.

"(c) Through its graduates such an institution would inspire and direct every educational endeavor; supply teachers for the normal schools; fill chairs of education in the State universities and the denominational colleges; furnish State superintendents, county superintendents, and city superintendents—in a word, supply the South's much-needed leadership. In this way it would do for popular education in the South what Johns Hopkins University and other universities following in its wake have done for the higher education of the nation.

"(d) Through its faculty and graduates it would conduct a perpetual campaign of popular education directed by the most intelligent and consecrated leadership, permanent and far-reaching in its results; it would give intelligent and progressive direc-

tion to the normal schools of the States; it would be the source of all sound educational reform throughout the whole Southern system of education; in a word, coördinating, supplementing, inspiring, and directing, it would form the heart and brain of all intellectual endeavor in the South.

“6. We may add to these considerations :

“(a) The fact of the remarkable ethnic unity of the South which has enabled the Peabody College for Teachers to attract to its upper classes a student body that has been thoroughly representative of the whole section, as is shown by the distribution of the higher degrees among the students of the several States. While the system of scholarships has had its part in producing this effect, the increased efficiency of the school on the improved basis will retain this representative character of the student body, even if the scholarships should be withdrawn. The possibility of one school, centrally located, to affect the life of the whole South by reason of the unity of the section is still better shown by the almost uniform distribution of the beneficent effects of the Peabody College for Teachers. West Virginia, Georgia, Florida, and Texas, for examples, have received quite as much through the graduates of the college as has Tennessee itself.

“(b) It is of the greatest importance to have in the South one teachers' school of highest rank, which shall be free from all the limitations of local, political, and ecclesiastic control. The present political scramble for direct, tangible participation in the Peabody Fund is some indication of the danger along this line.

“(c) While the people and the States may be relied upon to appreciate the first need and the second need mentioned at the opening of our paper, and so will meet these needs with the necessary support, there is no other agency that can provide a teachers college. We know of no other board possessed of the available means. If one should be formed that had the means, it would hardly have the prestige of the Peabody Board or be so conspicuously free from undesirable limitations; and any newly formed board would require a considerable fund to lay a foundation comparable to that already laid in the Peabody College for Teachers. Taken altogether, it is certainly reasonable to suppose that you, with the money at your disposal, can do much more toward supplying the South's needed educated leadership than could any other board with a much larger sum. This does not take into account the fact that conditions in the South are such that a



teachers' college for the section can be developed and maintained at much less cost than could be one of equal effectiveness in the North or the West.

"Finally, it appears that never before in the educational history of a nation have conditions been so favorable for providing an institution whose effects on a people would be so wholesome, permanent, and far reaching.

"Respectfully submitted,

J. B. ASWELL, President of Louisiana Industrial Institute, Ruston, La.

STUART H. BOWMAN, Member of West Virginia House of Delegates, Philippi, W. Va.

R. N. GARDNER, Principal of Bridle Creek Academy, Bridle Creek, Va.

A. C. REYNOLDS, President of Rutherford College, North Carolina.

W. K. TATE, Principal of Memminger Normal College, Charleston, S. C.

T. J. WOOFER, Professor of Philosophy and Education, University of Georgia, Athens, Ga.

J. R. MOSLEY, Sometime Professor in Mercer University, Macon, Ga.

A. A. MURPHREE, President of Florida State College, Tallahassee, Fla.

P. M. McNEIL, Superintendent of Schools, Pratt City, Ala.

E. M. WRIGHT, Professor of Pedagogy, Alabama Normal College, Troy, Ala.

W. L. CLIFTON, President of Grenada College, Grenada, Miss.

C. E. LITTLE, Professor of Latin, Peabody College for Teachers.

M. A. LEIPER, Professor of Latin, Maddox Seminary, Little Rock, Ark.

C. J. MAXWELL, Superintendent of Schools, Kaufman, Texas.

W. B. ROMINE, Editor of *Citizen*, Member of Tennessee Legislature, Pulaski, Tenn.

January 22, 1904."

A shorter statement in the form of a petition to the Trustees of the Peabody Education Fund was sent out to all the Alumni and these signed sheets were forwarded to the Trustees and presented to them at their meeting on the 28th of January, 1904. A copy of the shorter petition is herewith given:

*To the Trustees of the Peabody Education Fund:*

We, the undersigned Alumni of the Peabody College for Teachers, are heartily appreciative of the work done by your Board in various ways for education in the South and are desirous of coöperating to the full extent of our ability in every effort for the betterment of our schools. As promotive of this end we respectfully petition you as follows:

1. For the preservation of our alma mater;
2. For the forwarding of her growth as solidly and as rapidly as consistent with the other claims upon you;
3. For the full utilization of all the elements which now exist in this college—elements which may be here enumerated as (a) our large body of alumni mostly active teachers already in the field; (b) an outlook upon all the South—not working for one section nor engaged in one line of educational endeavor, but recruiting power for all the schools of the South; (c) a historic growth which has been productive of this unusual situation with its unusual possibilities ready to be utilized; (d) the fine spirit pervading the institution both on its scholarly and on its professional side—the two indispensable factors in the making of the teacher, especially the higher teacher, and (e) the fundamental, permanent things for which slow growth is required are already in existence here, built up by the work of over a quarter of a century, and upon this foundation you can easily and speedily add those final touches to the College, which will surely make it perform its right function for the entire South in the future as it has done in the past.

As Alumni we would be expected to make a plea for our alma mater, merely for the memories that cluster about her. But the motives which prompt us in this petition totally transcend mere sentiment and spring from rational, unselfish aspirations for the largest good to the South. Today there exists an opportunity to make a

teachers' college and a final memorial to George Peabody. Tomorrow that opportunity may vanish through demoralization or practical annihilation of the possibilities now ready.

The Alumni had meanwhile aroused great interest throughout the entire South, and had gained the support for their conclusions from school officials and state superintendents, governors, congressmen, senators, and influential men of every calling. This great mass of documents was presented at the meeting of the Board on the 28th of January, 1904, by two prominent Alumni, Mr. S. H. Bowman, West Virginia, and Mr. J. R. Mosley, Macon Ga. They went as representatives of the Peabody Alumni Conference specifically and of the whole Alumni body in general. They presented these documents as arguments in favor of building a central college for teachers in Nashville for all the South, and building it upon the foundation already laid in Peabody College. On this subject see the Proceedings of the Trustees on January 28, 1904, pp. 8 and 9:

"The petitions came from teachers and others in the various States within the scope of Mr. Peabody's benefactions, and were in addition to those already received by members of the Board individually. They all set forth the great need of a Normal Institution, such as the one now filled by the Peabody Normal College. They came from persons representing the higher walks of life, among whom were fourteen College Presidents; sixty-two teachers in Colleges and Normal Schools; forty Superintendents of City Schools; ninety-nine Principals of Schools; thirty-three teachers in City High Schools; five hundred teachers approximately in different capacities; and from several hundred Alumni, embracing County Superintendents, members of School Boards, State and County Officers on Educational Boards, editors, legislators, ministers, State officers, students in the higher grades of schools, physicians, lawyers, business men, wives and housekeepers.

"These two gentlemen, Messrs. Mosley and Bowman, appeared before the Committee of Six, and gave their testimony in behalf of the signers. Dr. Gilman, the Chairman of the Committee, afterward reported to the Board the results of the Conference."

To head this work in a definite way, Prof. Wickliffe Rose, who was an Alumnus of the College and had been a professor in its faculty from 1891 to 1902, was called from the University of Tennessee in 1904, where he had held a professorship for two years. He was made Dean of Peabody College and given official charge of all matters connected with the proposition of endowment, virtually representing the claims of Peabody College, the Alumni, and the citizens of Nashville and Tennessee. Prof. Rose took up these duties in May, 1904. He soon had the opportunity of presenting these claims, vigorously and in definite form, to Dr. Gilman's Committee of Six, which met at Washington on June 4, 1904; see his report, quoted on p. 78, below. This conference resulted in clearing away many obstacles and made possible the final proposition of January 24, 1905.

At the outset of the whole discussion, there were two ideas around which all efforts of the Alumni were centered: (1) to put the College on a permanent basis by securing an adequate endowment; (2) to procure a new site suited to the needs of indefinite expansion and beautification. It was felt that both of these questions were of vital importance for the future of the College. While a new step forward had to be taken, it was the proper time to do even some radical things, in order to provide for the right function of the College in future and prevent not only financial but educational mishap. When Professor Rose first took charge of the plans, the question of site had already been discussed and several promising ones had been considered. The next vital question was the nature and policy of a teachers' college. In elaborating this idea, it was necessary to state the function of the College from every standpoint: its past history, its service to the training of teachers, its influence in educational leadership, its relation to needed progress in specific lines of Southern education. In this way a definite proposition or educational platform was built up step by step and finally presented to the Peabody Board. Starting with the suggestion of Mr. Winthrop to give the College \$1,000,000 or more, the Alumni gradually assisted in formulating the proposition to offer the \$200,000 from the City of Nashville, \$100,000 (at first \$50,000) from the County of Davidson, and a deed to the sixteen acres of ground and the buildings owned by the University of Nashville and occupied since 1875 by Peabody College. All these contributors finally came to an agreement and after many complica-

tions their offers were accepted by the Peabody Board as satisfactory.

It was at the meeting of January 28, 1904, that the Peabody Board consciously discovered the great asset which belonged to them as well as to Peabody College—the Alumni. This discovery was stated with emphasis and gratification by several members of the Board, and from that day forward the Board has never lost sight of the value of coöperation on the part of the Alumni. They have realized that, while building the College as a great memorial to George Peabody and to render efficient service for the training of teachers in the South, the Alumni already at work in the field will open up innumerable channels in the very places where they wish this influence to flow.

## VIII. COÖPERATION OF TENNESSEE DONORS.

When, after two years of discussion, the Peabody Board, Dr. Curry, Governor Porter, the Faculty of Peabody College, and the Alumni had canvassed the needs of Southern education and the opportunities of Peabody College in relation to them; and after Gov. Porter and the Trustees of the University of Nashville had taken the first definite step towards making a money offer by tendering a deed to the grounds and buildings then occupied by Peabody College; there was passed in 1903 the first of a series of Acts on the part of the State of Tennessee to give money assistance to aid in the movement for endowment. The first offer from the State of Tennessee was in the following form:

WHEREAS, The Trustees of the Peabody Education Fund have announced their purpose to locate and largely endow the PEABODY COLLEGE FOR TEACHERS; and

WHEREAS, The location of said Institution in the Capital City of this State would promote the interest not only of the Institution, but also of the people of this State; therefore be it

*Resolved*, By the General Assembly of the State of Tennessee, that it is the sense of the General Assembly that future General Assemblies of the State should appropriate annually not less than \$25,000 per year for a period of ten years for the maintenance of said Institu-



tion, provided it be located at the Capital of the State and be endowed as contemplated.

Adopted March 19, 1903.

ED. T. SEAY,  
*Speaker of the Senate.*

L. D. TYSON,  
*Speaker of the House of Representatives.*

Approved March 24, 1903.

JAMES B. FRAZIER,  
*Governor.*

A true copy.

Attest: JOHN W. MORTON,  
*Secretary of State.*

The County Court of Davidson County at its quarterly session of April, 1903, passed a resolution requesting the Legislature to pass an Act authorizing the County Court to issue \$50,000 in bonds for the benefit of the Peabody Education Fund. At the quarterly session of the County Court in April, 1904, the following appropriation was passed by unanimous vote of the sixty-eight Justices present, and was reported to the Trustees at their meeting of November 2, 1904 (Proceedings, p. 18):

PEABODY NORMAL COLLEGE FUND,  
IN RE APPROPRIATION.

*Resolved*, By the County Court of Davidson County, Tennessee, in regularly quarterly session assembled, and more than a quorum being present, that when conditions hereinafter stated shall have been fully complied with there shall be issued and delivered to the Board of Trustees of the Peabody Education Fund, Fifty Thousand Dollars (\$50,000) of the interest-bearing bonds of Davidson County, Tennessee. Said bonds shall be issued in pursuance of the power conferred upon said County by the Act of the General Assembly of the State of Tennessee, passed and approved on the 15th day of April, 1903. They shall be in the denominations of \$1,000 each, payable twenty years after their date, but redeemable at the option of the County Court five years after date upon thirty days' notice. They shall bear interest from their date at the rate of 4 per cent per annum, payable semi-annually, for the payment of which

interest coupons shall be attached. Said bonds shall be executed by the manuscript signatures of the Judge and Clerk of this Court, with the seal of the Court affixed, and said coupons shall be executed with the lithograph signature of the Court affixed, and said coupons shall be executed with the lithograph signature of the Judge; said bonds and interest shall be payable in Nashville, Tenn. But said bonds shall not be issued nor delivered unless said Board of Trustees shall, by proper action, within one year from this date, permanently locate, on or in the immediate vicinity of the grounds of the University of Nashville, in the City of Nashville, Tennessee, the Peabody College for Teachers. And shall, within said time, also endow said institution with not less than One Million Dollars (\$1,000,000) of permanent endowment, which action of said Board shall be evidenced by a properly certified copy of the official record thereof; upon receipt of which said Judge and Clerk shall deliver said bonds and coupons to some officer of said Board duly authorized to receive the same. Said bonds or the proceeds thereof shall be used only for the purpose of erecting at said location suitable buildings or other betterments.

An Act of the Legislature was passed March 27, 1903, authorizing the City of Nashville to issue bonds for the use and benefit of the Trustees of the Peabody Education Fund. The following enactment by the City Council of Nashville was reported to the Trustees at their meeting of January 24, 1905, and is recorded in the Proceedings of October 4, 1905, page 20.

#### LAW DEPARTMENT, CITY OF NASHVILLE.

*Be it enacted by the Mayor and City Council of Nashville.*

SECTION 1. That by virtue of the authority of an Act of the General Assembly of the State of Tennessee, passed on the 27th day of March, 1903, and approved by the Governor on the 1st day of April, 1903, being Chapter 491 of the Acts of 1903 entitled, "An Act to authorize the Mayor and City Council of Nashville, Tennessee, a municipality organized under the General Assembly, passed March 21, 1883, and approved March 27, 1883, being Chapter 114 of the Acts of 1883 and subsequent amendments thereof, to issue bonds in aid of the

Trustees of the Peabody Education Fund," there be issued \$200,000 of coupon bonds of the Mayor and City Council of Nashville, and that the Mayor and Recorder of said city be, and they are hereby empowered and directed to execute the same. (Negotiable coupon bonds of said city to the amount of Two Hundred Thousand Dollars, \$200,000). Said bonds shall be signed by the Mayor and countersigned by the Recorder of said city, with the seal of the city affixed, and shall have interest coupons attached, which shall bear the lithographed, engraved, or printed signature of the Treasurer of said city, and said bonds shall be executed in the denominations as follows, to-wit: Two hundred bonds of One Thousand (\$1,000) Dollars each, so that the entire amount shall aggregate Two Hundred Thousand Dollars (\$200,000) as aforesaid.

SEC. 2. *Be it further enacted*, That said bonds shall be known as "Peabody College Bonds," and shall be issued in two series, as follows, to-wit: "Series A" and "Series B." "Series A" shall consist of One Hundred (100) of said bonds, of the denomination of One Thousand Dollars (\$1,000) each, which shall bear date of January 1, 1905, and shall mature respectively, thirty (30) years from said date. Said bonds of said "Series A" shall, until maturity, bear interest at the rate of 4 per cent (4%) per annum, and said interest shall be paid semi-annually. The first interest coupon on each of said bonds of said "Series A" shall mature on the 1st day of July, 1905, the second on the 1st day of January, 1906, and thereafterwards one interest coupon on each of said bonds of said "Series A" shall mature on the 1st day of July and the 1st day of January respectively of each succeeding year until all are paid; the last interest coupon on each of said bonds of said "Series A" shall mature at the maturity of the bond. Said interest coupons shall be payable either in Nashville or at the banking house of Latham, Alexander & Co., in New York City, at the option of the holders thereof.

"Series B" shall consist of One Hundred (100) of said bonds, of the denomination of One Thousand Dollars (\$1,000) each, which shall bear date of January 1, 1905, and shall mature respectively, thirty (30) years from said date. Said bonds of said "Series B" shall, un-

til maturity, bear interest at the rate of four per cent (4%) per annum, and said interest shall be paid semi-annually. The first interest coupon on each of said bonds of said "Series B" shall mature on the 1st day of July, 1905, the second on the 1st day of January, 1906, and thereafterwards one interest coupon on each of said bonds of said "Series B" shall mature on the 1st day of July and the 1st day of January respectively of each succeeding year until all are paid; the last interest coupon on each of said bonds of "Series B" shall mature at the maturity of the Bond. Said interest coupons shall be payable either in Nashville or at the banking house of Latham, Alexander & Co., in New York City, at the option of the holders thereof.

SEC. 3. *Be it further enacted*, That said bonds and coupons of said "Series A" and "Series B" aforesaid, issued in pursuance of this ordinance, shall be exempt from taxation by said City, this provision being intended as a stipulation in the contract.

SEC. 4. *Be it further enacted*, That all of said bonds issued under, or by virtue of this ordinance, shall be delivered and donated to the Trustees of the Peabody Education Fund, and said bonds shall be used for the erection of buildings or providing equipments, or for the increasing of the permanent endowment for the Peabody College for Teachers, an institution of learning to be established by said Trustees within the limits of said city; Provided, That none of said bonds shall be delivered and donated to the said Trustees of the Peabody Education Fund until said Trustees shall have permanently endowed said Peabody College for Teachers, located within said City, with a permanent endowment fund of at least One Million Dollars (\$1,000,000), and this provision is a condition precedent to the delivery and donation of said bonds, to said Trustees for said purpose.

SEC. 5. *Be it further enacted*, That said bonds issued under this ordinance shall be delivered and donated to said Trustees of the Peabody Education Fund, for the purposes aforesaid, and said Trustees shall have and are hereby given full power and authority to sell or exchange said bonds or to make any lawful and proper

disposition of them or their proceeds, for the purpose for which said bonds are issued and donated.

SEC. 6. *Be it further enacted*, That the Finance Committee and the Recorder of said City be, and are hereby, appointed commissioners, and are hereby authorized and directed to contract for the printing of said bonds and to take all necessary steps looking to the proper issuance of said bonds, as provided in this ordinance, and to deliver said bonds to the said Trustees of the Peabody Education Fund when all conditions precedent, as provided in this ordinance, shall have been fully complied with.

SEC. 7. *Be it further enacted*, That the question whether said bonds shall be issued and donated or not, shall be submitted to the qualified voters of said city at a special election to be held on the 8th day of November, 1904, and in conformity with the charter of said city, and under the general election laws controlling the holding of elections in the City of Nashville, and after giving twenty days' notice of said election for said bond issue by four weekly publication in each of the three daily papers published in said City of Nashville.

On the ballots used in said election shall be printed or written: "Shall the City issue not exceeding \$200,000 of its bonds to the Trustees of the Peabody Education Fund?"

"YES.

NO."

Each voter shall indicate his vote on said question by making a cross-mark opposite the word "Yes" or the word "No". Three-fourths of the voters voting at said election shall vote in favor of issuing the bonds and such result shall be certified according to law.

The Mayor and City Council shall, by ordinance, passed by a majority of the Council and approved by the Mayor, declare such result to have been duly certified and said institution to have been permanently located within the corporate limits of the City of Nashville, whereupon the said bonds shall be delivered and donated to the said Trustees of the Peabody Education Fund in the manner and for the purposes and subject to the conditions heretofore provided.



SEC. 8. *Be it further enacted*, That this ordinance take effect from and after its passage, the welfare of the city requiring it.

Passed Third Reading August 11, 1904.

Approved by the MAYOR August 13, 1904.

Attest: H. S. BAUMAN, *Recorder*.

NASHVILLE, TENN., Nov. 21, 1904.

*To the Mayor and City Council of Nashville:*

GENTLEMEN,—We beg leave to report and certify to you that at the special election held on November 8, 1904, between the legal hours and in accordance with the law on the question of "Shall the City issue not exceeding \$200,000 of its bonds to the Trustees of the Peabody Education Fund," which was submitted to the vote of the qualified legal voters of the City, the result was that there were 4,678 votes cast in favor of said proposition, and only 858 against the same, and consequently, by a large majority, said proposition was carried.

Respectfully,

F. P. McWHORTER, *Ch'm.*

WM. A. VERTREES,

P. H. WALSH,

*Commissioners of Elections of Davidson County, Tenn.*

Attest: H. S. BAUMAN, *Recorder*.

I certify that this is a true copy of the original report.

H. S. BAUMAN, *Recorder*.

CITY RECORDER'S OFFICE,

NASHVILLE, TENN., March 7, 1905.

I, H. S. Bauman, City Recorder, hereby certify that the attached is a true copy of the original ordinance.

(Seal)

H. S. BAUMAN, *Recorder*.

The Legislature of 1905 put into the form of an Act the promises of the resolution passed by the Legislature of 1903. This was reported to the Trustees at their meeting of October 4, 1905, Proceedings, p. 26.

## CHAPTER 211.

## SENATE BILL No. 293.

A Bill to be entitled:

An Act to secure the establishment of a College for the Higher Education of Teachers, in the State of Tennessee, by providing an Annual Appropriation therefor, for a term of years.

*Be it enacted by the General Assembly of the State of Tennessee, That—*

WHEREAS, The Trustees of the Peabody Education Fund, pursuant to the powers in them vested, have resolved to apply \$1,000,000 of the capital of said Fund to the establishment at Nashville, Tennessee, of a College for the higher education of teachers for the Southern States, and as the successor of the Peabody Normal College which was established at Nashville by the said Board of Trustees, and which is in part supported by the State of Tennessee through annual appropriations made by the General Assembly; and

WHEREAS, The Constitution of the State provides that it shall be the duty of the General Assembly to cherish literature and science, and pursuant thereto the State has established, and now maintains a system of Common Schools, and has supported by appropriations the Normal College, as a training school for teachers; and

WHEREAS, Great advantages will accrue to the State of Tennessee, and its common schools by the establishment of said College within its limits and at the Capital; and

WHEREAS, The said Trustees of the Peabody Education Fund, at a meeting held in the City of Washington, D. C., on the 24th day of January, 1905, adopted the following resolutions, viz.: Be it, therefore,

*Resolved* (two-thirds of the members of the Board concurring), that, if within one year from this date there shall be delivered to this Board or shall be placed at its disposition,—

First: Bonds of the county of Davidson for \$50,000.

Secondly: Bonds of the City of Nashville for \$200,000.

Thirdly: The sum of \$250,000 appropriated by the State of Tennessee.

Fourthly: Sixteen acres of land and the buildings and appurtenances now occupied and used by the Peabody Normal College, and conveyed by the Trustees of the University of Nashville; and

Fifthly: The further sum of \$50,000 in money or its equivalent.

This Board will immediately take proper action to establish in Nashville, Tenn., a college for the higher education of teachers for the Southern States, to be the successor of the present Peabody Normal College in said city, and to be known as "George Peabody College for Teachers," and to be duly incorporated in said name under competent authority, and to be under the government of a Board of Trustees to be named and appointed by this Board, and to have the power to fill all vacancies which may occur on said Board.

And further, that this Board hereby pledges itself to appropriate \$1,000,000 out of the funds in its hands as a permanent endowment of said College; said \$1,000,000 to be held as a permanent fund, only the income thereof to be applied to the maintenance of the Institution.

And further, that as soon as the "George Peabody College for Teachers" shall be duly incorporated, this Board will immediately assign, set over, and deliver unto the said corporation or its aforesaid Trustees the said sum of \$1,000,000 of its funds, and also all other moneys, bonds, and property above referred to, which shall have been received or placed at the disposition of this Board for said purpose—to be received and used by the said Trustees for the establishment, maintenance, and development of the said "George Peabody College for Teachers" as an institution for the higher education of teachers for the Southern States.

SECTION 1. Now, therefore, the State of Tennessee hereby assents to and accepts the proposition contained in said resolution; and

SEC. 2. The State of Tennessee hereby appropriates the sum of \$250,000 to the support, maintenance, and use of said College for the education of teachers, payable thereto as follows: \$25,000 annually for ten years, beginning with the year A. D. 1905, without interest, for the due, prompt, and punctual appropriation of which,

by succeeding General Assemblies of the State of Tennessee, the faith and honor of the State of Tennessee are hereby pledged; provided, however, always, that the various sums and amounts required by said resolution to be raised by the City of Nashville, and by Davidson County, and by the Trustees of the University of Nashville, and the \$50,000 in money, are raised and delivered over in manner and form and time as by said resolution is provided; and provided, further, that the said sum of \$1,000,000 is applied and transferred to the use and benefit of the College located at Nashville, by said resolution contemplated; and

SEC. 3. *Be it further enacted*, That the Governor and Secretary of State, of Tennessee, execute under the Great Seal of the State, and deliver to the said Board of Trustees of the Peabody Education Fund, on or before the 24th day of January A.D., 1906, a certificate substantially in the form following, namely:—

STATE OF TENNESSEE.

This is to certify that the State of Tennessee will, pursuant to the Act of the Fifty-fourth General Assembly of Tennessee, passed on the ----- day of ----- 1905, and approved on the ----- day of ----- 1905, pay to the "George Peabody College for Teachers" the sum of \$25,000, without interest, annually for each and every of the years A.D. 1905 to 1914 inclusive, for the uses and purposes of said College when organized and established, according to the terms, provisions, and conditions of the Act hereinbefore mentioned.

In witness whereof the Governor of the State of Tennessee has hereunto affixed his signature and the Secretary of State has hereto attached the great seal of the State and attested the same; done at Nashville, Tennessee, this the ----- day of -----, A.D. 1905.

(Seal)

-----,  
Governor of Tennessee.

Attest: -----,

Secretary of State.

The blanks in the foregoing certificate shall be duly filled out according to the facts when said certificate is executed.

SEC. 4. *Be it further enacted*, That this Act take effect from and after its passage, the public welfare requiring it.

Passed April 4, 1905.

E. RICE,  
*Speaker of the Senate.*

W. K. ABERNATHY,  
*Speaker of the House of Representatives.*

Approved April 8, 1905.

JOHN I. COX,  
*Governor.*

## IX. A DEFINITE PROPOSITION SUBMITTED

When the Peabody Board began to consider the wisest course for the future use of its funds and after the offer of a site and money towards the endowment of the College had been made by the University of Nashville, matters began to take shape rapidly. The Peabody Board was viewing the situation in the light of its thirty-five years of service and from the standpoint of Southern education as a whole. They were taking stock of what they had done, of what the South needed as the next general movement in educational progress, of the instrumentalities under the control of the Board with which they might still exert their influence. The University of Nashville represented the citizens of its community, and its Trustees were anxious to make permanent and render more efficient the friendly alliance which had been in force between the University of Nashville and Peabody College for the past twenty-five years. The offer of the Trustees to donate grounds and buildings without restriction for the use of the Peabody Board in building up the College was, therefore, the signal for enlisting all the citizens of Nashville and Tennessee in an effort to make an attractive, generous offer.

The educational aspect of this whole question, in terms of the product of Peabody College and the work going on within its walls, found expression through the activities of the Alumni and the College Faculty. In 1902 a Committee of the Faculty was



appointed to report on reorganizing the course of study so as to make the work of the College more efficient internally and to fit better the needs of the rapidly growing school systems in the South, so immensely changed since the founding of the College in 1875. This Committee made thorough investigations into every aspect of Southern conditions and diligently studied the best theory and practice in regard to schools for the training of teachers throughout the United States and Europe. As a result of the Committee's report, Governor Porter and the Faculty announced a new curriculum for the College to go into effect in the fall of 1903. Governor Porter embodied the findings of the Committee in an elaborate report presented to the Trustees of the Peabody Education Fund at their meeting of October 8 (Proceedings, p. 52.) This report had been previously published in the summer of 1903 and widely distributed. It summarized the study made by the Faculty and the Alumni and was submitted to the judgment of educators, as sufficient to justify the wisdom of reorganizing Peabody College into a central Teachers College for the entire South. The contribution made by this study showed that the mission of Peabody College was not finished, demonstrated how it could move into an unoccupied field and could with a new impetus perform a still larger service.

This change in curriculum and the statement of reasons for it was a convincing appeal to the educational leaders of the South, which gained a constantly increasing number of adherents. There was opposition, of course, from those who believed that the next important piece of work for the South was a perpetual campaign for rural schools with the concentration of all money and effort directed towards that problem. It was answered that a central Teachers' College would spread an influence which would create such a perpetual campaign and would be a far more efficient agency for using the comparatively small sums which the Peabody Board had at its command. It was shown, for example, that if the Peabody Board should distribute its money for stimulating rural schools in the 1,106 counties of the twelve Southern States it would be a puny effort, because dissipated to so many points of contact. Each county, averaging an area from 400 to 700 square miles, would have received something like seventy dollars (\$70) a year for such a campaign. By locating these funds in a central Teachers College this money would still flow out to all of these counties, but in the form of trained leaders

and devoted educators to study the needs of those sections forever and to devise ways of developing better schools.

When the Peabody Board on January 29, 1903, passed its resolution to establish and maintain a central Teachers College, the question of location was left open. At the same time, in order to leave the development of such a plan free from embarrassment and to gather into its hands once more all of its available funds ready for redirecting them to new ends, on motion of Mr. Morgan it was

*Resolved*, That in the opinion of this Board it is inexpedient to continue the payment of scholarships in connection with the Peabody Normal College at Nashville, after October, 1904.

The question of scholarships had become a serious one for the last few years, and as early as 1901 Dr. Curry and President Payne had decided to recommend a change in administering these scholarships, or even the abolition of them. In a letter to Dr. Curry, under date of March 5, 1901, Dr. Payne writes:

"Your very kind letter of recent date was received in due time. . . . I have given much thought to the matter of scholarships. . . . I believe the time has fully come, in the history of this College, when artificial stimulus to attendance may safely be withdrawn wholly or in part, and the money thus saved be applied within the College in the way of better salaries for teachers, for a larger number of instructors, for greater space, for more books, etc."

Dr. Payne goes on to make suggestions about limiting a scholarship to the payment of railroad fares to and from the College, thus making it possible to increase the number of scholarships to 250. He further points out the virtual contract between the State of Tennessee and the Peabody Board, so that Tennessee would possibly have to be made an exception to the general rule until the summer of 1903.

At the meeting of Peabody Board on January 28, 1904, the business of establishing and maintaining a Teachers College was referred to the Committee of Five, which had been appointed the previous year (see above, page 34). The name of Judge Fenner was added to this Committee and rapid progress now began. In view of the expressed purpose of the Trustees, Nashville presented its claims as a suitable place for the location of the College. All the propositions from the University of Nash-

ville, the City, County, and State were referred to this Committee of Six, which held a meeting in Washington June 4, 1904. These claims in detail were presented in writing to the Committee by Prof. Wickliffe Rose, representing Peabody College. His statement of the advantages offered by Nashville is quoted as follows in the Pamphlet of November, 1909, p. 7 (see below, p. 129):

"The income from \$1,000,000 of the Peabody Trust Fund built into the foundation at Nashville as the nucleus of a permanent endowment will make available resources, material and moral, sufficient to create a great central Teachers' College worthy of its founder and equipped to meet the needs of Southern life.

"1. This \$40,000 of the income from the Peabody Fund devoted to the permanent support of the Peabody College will make it possible to more than duplicate the \$1,000,000 of the Peabody Fund with the funds derived from other sources. This nucleus will enable us to get:

"a. From the Trustees of the University of Nashville property valued by real estate experts at \$250,000.

"b. From the City of Nashville \$200,000.

"c. From the County of Davidson \$50,000.

"d. From the State of Tennessee an annual income of \$20,000 or \$25,000.

"e. From the business men of Nashville, a college site. The present College site is too small. President Porter, speaking for the Trustees of the University of Nashville, says if it is desired to build on the present site, the Trustees will add the campus of Montgomery Bell Academy. This contains about ten or twelve acres adjoining the College campus. Some business men of this section of the city have expressed a readiness to add contributions toward further enlargement. We have been offered one hundred acres of land outside the corporation limits. Some wealthy residents of East Nashville have suggested giving us a site on that side of the river. An available site near Vanderbilt University has been suggested as one which the business men would purchase for us. . . .

"f. From organizations and individuals, important contributions. . . .  
. . . . This nucleus from the Board, giving permanency to the institution and enabling us to put it on a worthy, material basis, will also make it possible to utilize important agencies now in existence. It would enable us:

"a. To utilize on the basis of coöperation the city schools of Nashville and Vanderbilt University. Chancellor Kirkland, realizing the large possibilities of this situation, has assured me of his readiness to coöperate in any way and to any extent deemed desirable and feasible by your Board. I have conferred with Superintendent Brown with reference to coöperation with the city schools of Nashville. The proposition meets with his hearty approval, and he assures me of his readiness to take up the details at our pleasure. This coöperation places at our command facilities which no

other point in the South can offer and which may be regarded as an important material asset of the College.

"b. To utilize the traditions and all that is best in the life, organization and spirit of the College. Historically, the Peabody College has been from the beginning a central institution, limited by no church or State lines; functioning for the South as a whole, it has been conscious of this aim from the beginning, and the Southern people have always recognized it as the embodiment of this aim. These traditions constitute a vital atmosphere within which to create the Teachers' College which we now need.

"c. To utilize for Southern education the alumni and former students of the College. These young men and women, more than two thousand in number, are distributed throughout the South and occupy all grades of positions in the educational service."\*

Prof. Rose appeared before the Committee of Six at their request and, after his statement of the advantages offered by Nashville, the Committee, while not taking any formal action, expressed itself as ready to report what was substantially a recommendation to adopt the Nashville proposals.

When the Peabody Trustees met November 2, 1904, the Committee of Six rendered its report, which caused prolonged discussion without definite results, but a resolution was passed to adjourn subject to the call of the Chairman, with the request that a meeting be secured at an early date and that every member be urged to attend.

This was in preparation for the submission of reports on the progress of the Tennessee offers of donations, and when these reports were ready the Board was called to meet January 24, 1905. This meeting was the culmination of the attempts of the Peabody Board and of all parties interested, at finding a proper expression for a future policy.

The first important question decided was on the dissolution of the Trust. After a long discussion of the subject, in which every member took part, it was

*Resolved*, That in the opinion of this Board it is now a proper time to comply with the permission given by Mr. Peabody in his letter of February 7, 1867, and confirmed by his second letter of March 20, 1867, to close the Trust established by him and to distribute the capital of which they have charge.

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\*Document in files of Mr. Olney, member of the Committee.

This important resolution was carried in the affirmative by a vote of eleven to two. As eleven was two-thirds of the whole membership of the Board, the resolution was declared passed.

Dr. Gilman for the Committee of Six reported progress; and Judge Fenner of the same Committee read an elaborate paper on the question of establishing the College and deciding upon Nashville as the proper location. After considerable discussion, Mr. Morgan offered the following resolution:

WHEREAS, The question connected with the establishment of a Teachers' College at Nashville, to bear the name of George Peabody, and to be a memorial to him, is now before this Board; therefore be it

*Resolved*, That the application of one million dollars (\$1,000,000) of the capital of this Trust be approved; and further

*Resolved*, That Messrs. Fenner, Gilman, Porter, Lawrence, and Courtenay be a Committee to prepare and determine the terms and conditions upon which such application should be made, such terms and conditions to be reported to this Board and to be adopted by them.

These resolutions were passed unanimously and thereupon the Committee just appointed immediately reported the following resolutions, which were also unanimously adopted (Proceedings, January 24, 1905, p. 9):

WHEREAS, This Board recognizes that the establishment of a college for the higher education of teachers for the Southern States is essential to the completion of an efficient educational system for said States, and would be the noblest memorial to George Peabody;

WHEREAS, The Board is of the opinion that said College should be located at Nashville, Tenn., and should be established as the successor of the Peabody Normal College already established by this Board in said city, and for the purpose of continuing on broader and higher lines the great work which has been done by said Normal College for the cause of Southern education;

WHEREAS, This Board is willing to appropriate the sum of \$1,000,000 out of the funds under its control for the establishment of said College, provided it can secure from other sources further contributions of \$800,000 in money or value for the purpose aforesaid;



WHEREAS, the Board is advised that the county of Davidson, Tennessee, has authorized the issue of \$50,000 in bonds to be delivered to the Board whenever it shall take proper action to locate permanently in the city of Nashville the Peabody College for Teachers, and shall also endow said institution with not less than \$1,000,000 by appropriation from the funds under its control; and that the City of Nashville has authorized the issue of \$200,000 of its bonds to be delivered to this Board subject to the same terms and conditions; and that the Trustees of the University of Nashville have executed a conveyance to this Board of the land, buildings, appurtenances, etc., now occupied and used by the Peabody Normal College, subject to the same terms and conditions, which property is conservatively valued at not less than \$250,000; and is further assured that the Legislature of the State of Tennessee will at its present session appropriate the sum of \$250,000 to be delivered to this Board subject to the same terms and conditions; and

WHEREAS, This Board is assured that in addition to the foregoing, an additional sum of \$50,000 or its equivalent will be raised from other sources, and placed at the disposition of this Board within one year from the present date, subject to the same terms and conditions; be it therefore

*Resolved* (two-thirds of the members of the Board concurring), that, if within one year from this date there shall be delivered to this Board or shall be placed at its disposition:—

*First:* Bonds of the County of Davidson for \$50,000;

*Secondly:* Bonds of the City of Nashville for \$200,000;

*Thirdly:* The sum of \$250,000 appropriated by the State of Tennessee;

*Fourthly:* Sixteen acres of land and the buildings and appurtenances now occupied and used by the Peabody Normal College, and conveyed by the Trustees of the University of Nashville; and

*Fifthly:* The further sum of \$50,000 in money or its equivalent.

This Board will immediately take proper action to establish in Nashville, Tenn., a college for the higher education of teachers for the Southern States, to be the successor of the present Peabody Normal College in said city, and to be known as the "George Peabody College for Teachers," and to be duly incorporated in said name under competent authority, and to be under the government of a Board of Trustees to be named and appointed by this Board, and to have the power to fill all vacancies which may occur on said Board.

And further, that this Board hereby pledges itself to appropriate \$1,000,000 out of the funds in its hands as a permanent endowment of said College; said \$1,000,000 to be held as a permanent fund, only the income thereof to be applied to the maintenance of the institution.

And further, that as soon as the said "George Peabody College for Teachers" shall be duly incorporated, this Board will immediately assign, set over, and deliver unto the said corporation or its aforesaid Trustees the said sum of \$1,000,000 of its funds, and also all other moneys, bonds, and property above referred to, which shall have been received or placed at the disposition of this Board for said purpose—to be received and used by the said Trustees for the establishment, maintenance, and development of the said "George Peabody College for Teachers" as an institution for the higher education of teachers for the Southern States.

After voting that the entire capital should be distributed within the fourteen Southern States, and after appointing a Committee to report in regard to a further distribution of funds, this memorable meeting of the Trustees adjourned. Here was formulated a definite plan for establishing George Peabody College for Teachers and for locating it at Nashville. Henceforth it was merely a question of working out the details of this plan, but this called for much tact and exertion, owing to the large sums involved and the large number of contributors who must coöperate. And then the whole question of reorganization of the Peabody Normal College and of reshaping its policy involved clearing up matters which had been only vaguely thought out heretofore. For these reasons it required four years to realize the plan here proposed and when finally completed it had been found necessary to introduce some new elements or modifications.

The opposition to these plans had been strongly urged upon the Trustees in a very forcible manner from several sources. It was argued that the establishment of a Teachers College was at that time neither feasible nor desirable. The claim was made that normal training was far in advance of local taxation, and it was proposed that the best possible policy for the future work of the Peabody Board would be to place in the field the strongest General Agent that could be secured, and associate with him educational experts who would inspect and, by kind criticism, guide the development of Southern normal schools; and would, in the second place, give special attention to aiding campaigns for more liberal taxation, consolidation of school districts, etc. In this way, it was argued, these local tax campaigns and normal extension work would prepare the way for the Teachers College. And, finally, it was argued that to establish a Teachers College at that time would mean the permanent abandonment of campaigns for local taxation.

As might be expected, such definite statements drew all the friends of Peabody College together and caused a thorough investigation of these claims. As has already been shown, the arguments presented in behalf of Peabody College, and of the need for a really adequate Teachers College, centrally located, prevailed by gaining the approval of expert opinion and public agreement. Upon this basis the Peabody Board rested its action, feeling secure in the course it was taking and glad of the conviction that by such a policy the funds they were dispensing would continue to aid Southern education at the most vital point of need and of opportunity.

## X. WORKING OUT THE PLANS FOR GEORGE PEABODY COLLEGE FOR TEACHERS.

The appropriations by the State of Tennessee have already been referred to above in speaking of the Acts of 1903 and 1905. The Peabody Board at their annual meeting October 4, 1905, held that an appropriation of \$250,000 to be paid in ten annual payments was not equivalent to an appropriation of \$250,000. On motion of Mr. Morgan (Proceedings, October 4, 1905, p. 8), the following resolution was adopted:

WHEREAS, The conditions imposed by this Board for the endowment of the George Peabody College for Teachers at Nashville have not yet been complied with;

*Resolved*, That the time fixed for the compliance with the conditions be extended until July 24, 1907.

The Tennessee Legislature passed another Act on January 23, 1907, approved January 29, 1907, which changed the Act of 1905, by making the appropriation of \$250,000 payable in a lump sum. This Act extended the time for compliance of the other donors until the 24th of July, 1907.

The appropriation by the County of Davidson had a various history. The County Court in January, 1903, passed a resolution expressing appreciation for the work of Peabody College and requesting the Legislature to authorize the County to make an appropriation to secure the permanent endowment and the perpetuation of this college "in our midst."

At the April term of the County Court, 1903, the following resolution was introduced and adopted by unanimous vote of the entire Court:

*Resolved*, By the honorable County Court of Davidson County, that the Legislature be requested to pass an Act authorizing this Court to issue \$50,000 worth of bonds for the benefit of the Peabody Education Fund, provided it locates its school in this county.

At the quarterly session of the County Court, April, 1904, the resolution already quoted was passed, making provision for donating \$50,000 to Peabody College, provided the Peabody Trustees "permanently locate on or in the immediate vicinity of the grounds of the University of Nashville, in the City of Nashville, Tennessee, the Peabody College for Teachers."

At the July term of the Court, 1905, a similar resolution was adopted authorizing the county to issue an additional \$50,000 of bonds for Peabody College and again stipulating the same location for the College as in April, 1904.

At the April term of the Court, 1906, a resolution was adopted extending the time of the issuance of the \$50,000 of bonds authorized in April, 1904, until the 20th day of July, 1907. This was the third resolution which stipulated that the College should be located "on or in the immediate vicinity of the grounds of the University of Nashville."

At the April term of the Court, 1907, a resolution was adopted by the entire Court extending the time for the issuance of \$100,000 of bonds until the 20th day of July, 1908. In this resolution it was stipulated that the bonds should not be delivered unless the College was permanently located "in or near the City of Nashville, Tennessee."

At the July term of the Court, 1908, a resolution was adopted extending the time for the issuance of \$100,000 of bonds until January 1, 1910. This resolution again called for locating the College "in or near the City of Nashville."

At the April term of the Court, 1909, a resolution was adopted unanimously by the Court, authorizing the county to issue \$100,000 of negotiable 4% bonds for the Peabody College Fund, and the County Judge and the County Clerk are authorized to deliver "said bonds to the Peabody Normal School when it is located in Davidson County."

These acts of the County Court were based upon enabling acts passed by the Legislature, the first one in 1903, authorizing the county to issue \$50,000 of Peabody bonds with the proviso that the school be located "in said county." The second enabling act was passed by the Legislature in 1905, authorizing the issuance of an additional \$50,000 of Peabody bonds, "provided the Peabody Normal be located in said county."

At the quarterly session of the County Court, October 4, 1909, a resolution was adopted deferring the delivery of the bonds until the January term of the Court, 1910, and the County Attorney was requested to render an opinion to the Court at that time.

When the County Court met in January, 1910, a resolution was introduced to continue in full force the order of the Court at its October term, 1909, and that the County Judge should make no delivery of said bonds until given further order. The following reasons were alleged in this resolution: (1) That the Trustees of the Peabody Education Fund "did insert in said conveyance altogether new and additional conditions which, in the opinion of this Court, will materially affect future influence and prosperity of said institution, and . . . "; (2) that the Court should ask to be informed of the purpose of the Trustees of the Peabody Education Fund in inserting new conditions and of the subject matter of said conditions; (3) that the Court regarded said new conditions as materially affecting the essence of the contract between the Trustees of the Peabody Education Fund and the other subscribers to the endowment of George Peabody Col-



lege for Teachers. This motion was carried by a vote of 22 to 20 on Wednesday, January 5, 1910.

On Thursday morning a motion was made by Esq. C. T. Cheek to reconsider the vote of the previous day. This motion prevailed by a vote of 21 to 5. A resolution was then offered by Esq. Jesse Cage (quoted below in Deed of Trust, p. 137), which directed that the bonds be turned over when all the conditions had been complied with and Peabody College located in the vicinity of Vanderbilt University. This resolution was passed by a vote of 24 to 4.

There is one other link in this tortuous chain of delay which must be stated here for completeness. After this favorable action of the County Court, and when the Peabody Board met on January 31, 1910, for receiving the various donations, an injunction by certain citizens of Nashville was secured against the County Court to prevent the delivery of the \$100,000 of bonds. This injunction was finally withdrawn and the bonds actually delivered within the next few weeks.

This long recital of the transactions with the County Court has anticipated the account of the other donors and the steps by which the Peabody Board worked out the plan. But for the sake of completeness it has been thought best to give this history here in full, both to insure clearness and to serve as an illustration of the enormous difficulties experienced by the Peabody Board in bringing together the numerous and sometimes conflicting interests of so many contributors. That it was ever done at all is a tribute to the vitality of the cause being promoted and to the essentially unselfish patience of all parties concerned. Without a worthy cause and without so many high minded men who represented the various donors final success would have been impossible.

When the Peabody Board met February 20, 1907, an exhaustive report was made by Mr. Choate and Mr. Olney on the status of the contributions proposed to be made to Peabody College. They showed: (1) That the appropriation of \$200,000 in bonds by the City of Nashville was satisfactory; (2) That the appropriation of \$100,000 of bonds by the County of Davidson was unsatisfactory because of the condition that the College must be located "on or in the immediate vicinity of the grounds of the University of Nashville." On this point the report says:

This certainly differs from the terms of our own resolutions by which our appropriation was to be made when

this and the other sums promised were paid in, and it also leaves an open question as to the necessity of requiring the consent of the County if the location should be changed to the immediate vicinity of the Vanderbilt University two or three miles distant. But both these points are easily curable by the County paying in the money and giving such consent to making the appropriation conditioned like that of the City "within the City of Nashville."

(3) That the Legislature of Tennessee had appropriated for the College \$250,000 in cash upon substantially the same conditions as those of the city and the county; (4) That the University of Nashville had executed to the Peabody Board a deed in fee simple to the campus of sixteen acres and the buildings thereon which had always been used by the Peabody Normal College. The conditions attached to this gift were that the property should be held "in trust forever for the purpose of maintaining upon the said premises a college for teachers or such other institution of learning as may be within the scope of the powers possessed by said Trustees of the Peabody Education Fund." The University of Nashville, however, granted permission to dispose of said premises if need should arise.

It will be seen, therefore, that the only unsatisfactory item in the program was the condition attached to the appropriation by the County of Davidson, which was out of harmony with the original plan as embodied in the resolutions of the Peabody Board at the meeting of January 24, 1905. As has already been shown the County Court remedied this defect at the session of April, 1907, which fact was duly reported to the Trustees by letter and acknowledged by the legal committee in a report to the President of the Peabody Board on May 9, 1907 (Proceedings, March 18, 1909, p. 13).

At the meeting of the Trustees, December 11, 1907, every item seemed ready for definite and final action. The appropriation by the city had always been satisfactory and was now available; the deed to the University of Nashville property had been altered from the form of 1904 so as to remove the unsatisfactory restriction as to site; the County Court had removed its similar restriction and had extended time for compliance to July, 1908; but an unexpected delay was caused by an oversight which made the Legislative Act appropriating the \$250,000 by the State of

Tennessee invalid. The report of the Legal Committee on this point says (Proceedings, December 11, 1907, p. 11):

The Act making this appropriation—Act of January 23, 1907—not only accepts the resolutions of this Board above referred to, but expressly conditions the appropriation upon the various sums and amounts to be raised by the City of Nashville, Davidson County, and the University of Nashville being “raised and delivered over in manner and form and time as by said resolution of January 24, 1905, and October 4, 1905, is provided.” This last resolution simply extended the time for compliance with the resolution of January 24, 1905, until July 24, 1907. As there has been no such compliance, the Committee can not regard the appropriation by the State as now available, and though Tennessee counsel of eminence have advised to the contrary, are unable to convince themselves that the Act of January 23, 1907, has not ceased to be effective.

The next regular session of the Legislature of Tennessee occurs in January, 1909. As, without further action on its part, the plan for the organization and endowment of the “George Peabody College for Teachers” can not go forward, the Committee recommend that the time fixed by the second resolution of this Board of February 20, 1907, be extended until July 1, 1909.

The attitude of the Board on these delays and on the whole question of the purposes at which they were aiming can be well illustrated by quotations from the Proceedings, February 20, 1907. In the report of the Legal Committee (Joseph H. Choate and Richard Olney), a recital is given of the founding of Peabody College and a history of its development. Attention is called to the fact that the original arrangement was to have Tennessee and the Peabody Board contribute equally to the annual expenses, which were estimated at \$12,000. Tennessee failing to make any appropriation, the University of Nashville came to the rescue with an offer to discontinue its literary department and accept Peabody College as a substitute; that the State of Tennessee in 1881 made its first appropriation of \$10,000, which it increased in 1891 to \$15,000, and in 1895 to \$20,000; that the Peabody Board in 1875 appropriated \$6,000, and from time to time increased this sum until in 1906 the amount was \$45,000;

that by action of the Governor of Tennessee and the State Board of Education in 1887-88 the school was given the name of Peabody Normal College; that the College had always been managed educationally by the Peabody Board; that the Peabody Board and the University of Nashville had always coöperated heartily, as instanced by the offer and acceptance of the grounds and buildings from the University of Nashville and by the erection of the Winthrop School on these premises by the Peabody Board. Continuing, the Legal Committee says (Proceedings, February 20, 1907, p. 11):

"1. The relations of the Peabody Board to the Peabody Normal College may therefore be summarized as follows:

"The idea of such a College originated with the Peabody Board, which, through its General Agent, took the initiative in the active measures by which the College was brought into existence.

"Though technically one department of the University of Nashville, the organization and administration of the College have always been in charge of the Peabody Board, which practically conducted the affairs of the College as if it were an independent institution.

"Though the Peabody Board started a movement which led to the establishment of the College, and may fairly merit the title of its founder, the State of Tennessee, the University of Nashville, and the Peabody Board have contributed to the support and maintenance of the College in practically equal proportions.

"2. If, by the resolution under which the Committee is acting, is meant *legal* obligations of the Board to the Peabody Normal College, the Committee do not find that any such obligations exist. It seems to be competent for the Peabody Board both to discontinue entirely appropriations for the support of the College and to decline to endow with any portion of the principal of the Trust Fund upon its final distribution.

"As matter of sentiment and policy, and perhaps of justice to Tennessee and her citizens, the case is different.

"The Trustees have voted that the time has come for closing the Trust. It is eminently proper that the event should be marked by some signal tribute to its founder.

And in view of the origin of the College, of the interest taken in it by Mr. Peabody and Mr. Winthrop, of the erection of the Winthrop Model School as part of the College, of the large amount already contributed to its maintenance, of its continuous and independent administration by the Peabody Board, of the immense influence for good it has exerted throughout the entire South, —an influence everywhere recognized by the Southern people and indelibly associated with the Peabody Trust— it is possible to urge with convincing force that in the Peabody Normal College, raised to a higher and wider plane of usefulness and endowed with a liberality appropriate to its new activities, is to be found a natural and most fitting opportunity for an adequate and lasting memorial to the creator of the Trust.”

Further evidence of the unselfish and high-minded attitude of the Trustees is to be found in their other action at this meeting. After a full discussion of the Legal Committee's Report, on motion of Mr. Morgan, seconded by Mr. Choate, it was

*Resolved*, That the documents presented to this Board, particularly the report of Messrs. Choate and Olney, make it clearly evident that the conditions adopted January 24, 1905, to be complied with before July, 1907, are not satisfactory or adequate;

*Resolved*, That in making this decision, the Board wishes to reaffirm its willingness to open negotiations for the establishment of the College for Teachers at Nashville, at any time within two years from this date, whenever documents and engagements satisfactory and adequate, and approved by Messrs. Choate and Olney, are presented to this Board. (Feby. 20, 1907, p. 21.)

## XI. REPORT OF THE COMMITTEE OF THREE, 1906.

[The Committee of Three, consisting of Dr. Daniel C. Gilman, Mr. Morris K. Jesup, and Judge Charles E. Fenner, were appointed October 4, 1905, and their report was presented to the Peabody Board at the annual meeting of October 3, 1906. One part of the report is given in full here. A second part of the report outlined, as carefully as it was possible, a budget of resources and expenditures necessary for establishing George Peabody College for Teachers on anything like an adequate basis.



This latter part of the report also contained a map suggestive of a possible location, which included the southern end of the Vanderbilt Campus, purchased later, and which extended southward and southwestward so as to comprise some thirty acres in all. A part of the report was published in the Pamphlet of November, 1909; the report is given in full in the Proceedings of the Peabody Education Fund, November 1, 1911, p. 36. Next after the Resolutions of January 24, 1905, this Report marks the most important step taken by the Peabody Board in reference to George Peabody College for Teachers.—C. E. L.]

## I.

### THE GEORGE PEABODY COLLEGE FOR TEACHERS AT NASHVILLE.

The work of your Committee has involved a study of the whole question of education in the South, of its conditions and needs, of the agencies and forces now at work in the field, and of the lines of constructive activity being carried on there. This study made with a view to discovering the most serviceable investment of the funds committed to this Board brought your Committee to consider the possibility and the wisdom of massing a larger portion of the fund in one really adequate institution.

Under the direction of the Committee, Dr. Buttrick visited Nashville for a conference with Governor Porter regarding the present status of the proposed enlarged college for teachers. Governor Porter received our representative with great cordiality and gave him every coöperation. Later Dr. Buttrick visited Nashville again for a final review of the whole situation.

The following are in brief our convictions:

1. The most important service for education in the South which the Peabody Board has undertaken or can undertake is the establishment of a central teachers college for the higher education of teachers.

This is its most important service because:

- a. The South is in need of such an institution to organize and direct the forces at work in the field of elementary education. Much as the South needs money for the support of common schools, its prime need is of trained educational leaders. The lack of money for school purposes is temporary. A new era of agricultural, industrial, and commercial activity is already at hand, and throughout the Southern States there is a sense of coming prosperity. The South will soon be able to support an

adequate system of common schools. After a careful study of the whole subject for a period of over four years, your Committee's representative is convinced that the securing of such an adequate system of schools is now less a question of money than of ideals. Men are needed to organize and teach the schools which the growing economic efficiency of the rural South will soon be able to support.

The teachers college which this Board contemplates will render efficient service:

(1) By educating men who can go into rural communities and create schools that will meet the demands of modern life under rural conditions. The most effective agent in creating permanent interest in popular education is not the occasional speaker, but the efficient school principal who does permanent constructive work in his community. More than eighty per cent of the people in the Southern States live in the country, but the rural school is an institution that is yet to be created. The present rural school is only a poorly equipped and poorly taught city school located in the country. What the McDonald Fund, through the McDonald College for Teachers under the direction of Prof. Robertson, is undertaking to do for rural Canada is suggestive of what the Peabody Fund may through the teachers college accomplish for the rural South.

(2) By training men for the work of State, County and City Superintendents. The efficient city school system has demonstrated the value of expert supervision. It has shown that in education as in business the efficiency of the system as a whole and in its parts is dependent on the intelligence and directive capacity of the man at the head. School supervision has come to be a distinct profession; but the South has at present no institution equipped to train men for this responsible work.

*b.* The establishing of the teachers college is important because it is needed to train men for service as principals and teachers in the public high schools.

The most important constructive work now going on in the public school system of the Southern States is the establishing and organizing of a system of public high schools. For one thousand of population in the Southern States there are only six youths in secondary schools of any description; in Massachusetts, for every one thousand of population there are sixteen youths in secondary schools. But these figures do not express the whole

truth. The prevailing type and the best type of secondary school in the South in the private preparatory school. This school is taught by college men, is doing a definite work and is doing it well, but it is not in touch with the public elementary school, nor is it organized to meet the demands of modern life. It exists to prepare students for college. Even if it were organized to meet the needs of the masses, its high tuition fees must bar them from its advantages. The public high school supported by public funds, open to all, and organized with reference to the needs of a rural population is the secondary school which the people now need and are coming to know that they need.

This type of school is needed:

(1) To complete the state school system by articulating on the one side with the public elementary school and on the other with the State University so that the child of the poorest parent may, if he have native ability, pass from the fireside to his university degree without break in his educational career.

(2) The high school is needed to give new impetus to the elementary school by opening an avenue of further advancement to the pupil completing the elementary course.

(3) The high school is needed to increase the efficiency of the elementary school by setting it a standard and supplying it with teachers. Only a very small percentage of the teachers in the rural schools have had the advantage of high school education, nor can they be expected to have it till the public high school has come to make it possible.

(4) And finally the high school is needed as the "people's college." Only a small percentage of the people can be expected to attend college even under the most favorable conditions. They will be dependent in the main upon the public high school for their initiation into the world of letters, for their understanding of the possibilities of the environment in which they live, and for whatever of intelligent mastery they may have of the principles, processes, and economics of agriculture and the mechanic arts.

The work of developing high schools is now well under way. The General Education Board, appreciating this as a strategic point, has undertaken to maintain in each Southern State, and is now maintaining in six of these States, a professor of secondary education. These men are regularly appointed professors in the State Universities, and devote a large portion of their time to work in the field, creating sentiment for the public high school,

securing funds by taxation for its support, and supervising as far as practical its organization.

All this has created a need and will continue to create a growing need for a peculiar service which this teachers college can render. It is evident that when these schools are founded, organized, and equipped with all material appliances, they must still wait for their efficiency upon the men who are to administer them. The progress that is being made by these high school inspectors just referred to in securing popular support for the schools is in some of the States all that could be desired; but most of the schools already established are being organized after the model of the old classical preparatory school, simply because men that have been equipped to conduct them along modern lines can not be had. It is needless to say that preparation for service in the secondary school is beyond the province of the Normal School. When Canada needed teachers for rural high schools she sent a body of young people to Chicago University, Cornell University, and Teachers College, New York, to get that combination of training necessary for this work. Canada is now undertaking with the McDonald Fund under the supervision of Prof. Robertson to educate her teachers on her own soil. There again is a peculiar service which the Peabody Fund through its teachers college can render the South.

c. The establishment of the teachers college is important because it is needed to reinforce the work of the state normal school. It will do this:

(1) By training its principal and teachers and thereby defining its aims and determining its spirit and methods; and

(2) By supplying a graduate school for those who after completing the normal school course desire more advanced work. President Branson, of the Georgia Normal School, says an unanswerable argument for the teachers college is the fact that a large per cent of his graduates each year desire something higher, while there is no place to which he can direct them save Teachers College, New York, and that is out of their reach.

d. Finally, the importance of establishing the teachers college may be seen in the peculiar advantages which the South offers to an institution centrally located and serving the South as a whole. There is no other group of States in the Union presenting such similarity of traditions, of ideals, and of educational conditions. This gives to the teachers college located at Nash-



ville a unique position and opportunity to do a work which can not be done by any other institution in the field.

(1) This central institution would have the advantage of embodying as no state institution can embody the vital forces of the larger life which transcends state limits and belongs to the South as a whole. There would come from this coöperation of all forces in one institution a wealth of content which can not be attained within state limits. A student body, for example, coming together from all the states, representing their wealth of traditions, ideals, and educational experience and weaving all this into one organic life would of itself be an educational asset of inestimable value. On the part of the faculty, also, to cite another illustration, the action and reaction of personalities thus brought together in one such academic community would produce results unattainable by these same persons working in the isolation of smaller State institutions.

(2) The outlook of such central institution will be essentially broader than the outlook of any State institution. This breadth of outlook, which is a vital element in any education for citizenship, is especially valuable in the training of the educational statesman, who must form the habit of dealing with forces working over broad areas and through long periods of time.

(3) Such an institution would constitute an effective educational clearing-house for all the Southern States. Into this center would come through the agency of the extension department to which reference has been made, educational data of all kinds and from all quarters, here to be stored, digested, and formulated. So that the teachers college at Nashville would come to be regarded as headquarters for reliable information on Southern educational conditions. From this center, in turn, through the graduates of the college, through public speakers, correspondence, and publication, the data which had been collected and digested would go out in the form of enlightened opinion and wise counsel to direct educational activity over this entire territory.

(4) Under present conditions Southern teachers who desire advanced training must seek it in institutions outside the Southern States. Large numbers are going each year to the Teachers College of New York, and still larger numbers to the University of Chicago. In the year 1905, for example, there were 58 students from the South pursuing the regular course at Teachers College, New York, and in the same year nearly 600 students from the Southern States registered for the work of the sum-



mer quarter at the University of Chicago. It would be a decided gain both in economy and in efficiency if these teachers, sufficient in number to supply a teachers college, could be educated in a teachers college which has grown up on their own soil in intimate touch with Southern life and in direct response to Southern educational conditions and needs.

Thus the George Peabody College for Teachers to be located at Nashville will occupy the point of highest strategic importance in Southern education. The fund invested in it will touch every aspect of the educational system from the kindergarten to the college and will reach every city, town, village, and rural community throughout the Southern States. It is our firm conviction, therefore, that the founding of this college is the most important work which this Board has undertaken or can undertake for Southern education.

2. It is our conviction, furthermore, that since the founding of the college for teachers is the Board's most important work, a larger portion of the Fund should be massed on this one institution.

This should be done because :

a. The South is in need of one really adequate institution of learning for the higher education of teachers on its own soil. It is literally true that there is not now one adequate school of this description south of the Ohio River.

b. A larger portion of the Fund should be massed on the college for teachers because division can result at best only in making two or more feeble institutions which will serve only to perpetuate the over-multiplication of inadequate schools, tending to foster inadequate ideals of education.

c. A larger portion of the Fund should be massed on one institution because it is only by massing it at one point that a memorial worthy of the Founder and of the work of the Peabody Board in past years can be secured.

d. A larger portion of the Fund should be massed on the college for teachers because at the very best this sum will be required to establish a teachers college at all adequate.

A careful budget (see Exhibit Aa) representing the thought and study of some weeks has been prepared by Dean Rose in conference with Dr. Buttrick, with the coöperation of Dean Russell of the Teachers College of New York, and after careful examination of the costs of the two model teachers colleges in New York and in Chicago. This budget discloses the fact that the cost

of an independent and unaffiliated teachers college, fairly well manned, with suitable site, buildings, and equipment, represents an initial outlay of about \$4,700,000, or in round numbers, \$5,000,000, of which say \$1,000,000 would be required for buildings, grounds, and equipment and \$4,000,000 for endowment, yielding an annual income of \$160,000. We are persuaded that this estimate is not excessive and that it makes due allowance for lesser costs in the South. The cost of conducting Teachers College of New York was, for last year, \$360,000, and for the current year \$385,000. As the entire Peabody Fund amounts to only about \$2,200,000, with \$800,000 to be contributed locally, making \$3,000,000 in all, it will be seen that even with the entire Peabody Fund massed on this college, it would fall \$2,000,000 short of the \$5,000,000. We shall show that the \$2,000,000 wanting can be saved by coöperation with Vanderbilt University.

3. This situation forces us to the conviction that if the teachers college is to be made really adequate and is to realize the aims of this Board in founding it, the college, *while established on its own foundation and preserving its own identity and individual life*, should be brought into the most intimate and helpful coöperation with Vanderbilt University in so far as this can be done without interfering with the autonomy of either of the two institutions.

Vanderbilt University is an institution planted at Nashville under the general auspices of the Methodist Episcopal Church, South. It is not narrowly sectarian but broadly philanthropic and under the control of a self-perpetuating Board of Trustees. It has about \$1,370,000 of endowment. Its buildings and grounds are worth about \$1,200,000 more, making its total property about \$2,700,000. It has an attendance of about seven hundred students drawn from twenty-four states. It is one of the four largest universities in the South, and of the four, is by far the best located for the convenience of the Southern people as a whole. It has a beautiful and most admirably located campus of seventy-six acres within ten minutes of the center of the City of Nashville. The proposed teachers college should be brought into coöperation with Vanderbilt University, because:

a. It can thereby save at least \$2,000,000; that is to say, if located in juxtaposition with Vanderbilt University, so that the students of teachers college can pursue a portion of their studies in Vanderbilt, there will be a saving in original outlay of some \$2,000,000 of money not only without decrease but with enormous increase of efficiency. (See Exhibit A.)

*b.* It will be difficult and probably impossible for a teachers college to secure a large attendance and to attract students of the better type except in conjunction with an institution of university rank. Association with such an institution will multiply its attractive power many fold. All students desire collegiate and university rank and have collegiate and university aspirations. Their attendance can only be secured with an institution of such standing. Note, as an illustration, how Teachers College of New York, in association with Columbia, has increased from 80 students to 900 in six years. This association with Columbia University has not only given the College this remarkably rapid increase in enrollment, but has enabled it to attract men of university standing and aspirations.

*c.* If the teachers college could on its own account attract the students both in number and of the quality desired, it could not do the work which is needed in the South today and which this Board contemplates in its foundation without either associating itself with a university or growing into a university on its own foundation. A very large percentage of the students in the teachers college will be pursuing graduate courses. Many of these courses will be academic in nature. As the work becomes more advanced, specialization increases, so that a great multiplicity and diversity of courses will be required, while the number of students pursuing a single course will be small. It is obvious, therefore, that if the teachers college had great wealth, it would be exceedingly wasteful to maintain all these graduate courses for its own students alone, while in coöperation with a university which is maintained on its own account, the teachers college may have the full advantage of all that the university offers, and that at a minimum of cost. Note for illustration, that in 1904, 115 students in Teachers College of New York took, in Columbia University, 64 courses amounting to 217 hours of work at a cost of \$2,170, and that 84 students took in Barnard College 42 courses amounting to 214 hours at a cost of \$2,140; or all told, 119 students in Teachers College took in Columbia University and Barnard College 431 hours of work distributed over 106 different courses, and all at a total cost to Teachers College of \$4,315. What it would have cost Teachers College to maintain these courses separately can not be accurately estimated. It can be roughly conceived when we consider that these 106 diverse courses involved all the library, laboratory, and teaching facilities of Columbia University. Then we must take into account

the further fact that the 106 courses pursued in the year 1904 will not be just the courses demanded by Teachers College students in 1905; that besides the 106 courses actually pursued and paid for, Teachers College offers to its students all that Columbia has to give,—and all this for the sum of \$4,315.

These facts disclose something of what coöperation with Vanderbilt University will mean for the teachers college, they make clear in fact the utter futility of attempting to create a teachers college in isolation. The thing is no longer thought of by educational men in this country as being possible.

*d.* While the above advantages will be offered to the George Peabody College for Teachers, there will be the advantages scarcely less great to Vanderbilt University, both in the matter of receiving students from Teachers College in subject-matter courses and in offering wider opportunity to its own students who would wish to specialize in the educational courses. The interrelation of the two institutions working together will increase the power and will accelerate the growth of each in a geometrical ratio. The teachers college, by virtue of its relation with Vanderbilt University, would double and treble its efficiency and attractive power to students throughout the South. On the other hand, the sufficiency and attractive power of Vanderbilt University, by virtue of its association with teachers college, would likewise be multiplied two or threefold throughout the South. In other words, the power of each institution will be doubled or quadrupled by this association, not only without additional cost, but with greater economics to each. It is a case where one plus one equals four or eight.\*

4. It is clearly evident that if this helpful coöperation is to be made possible, the teachers college should be located in immediate proximity to the campus of Vanderbilt University.

It is evident that the present site of the Peabody College is not desirable from any practical point of view. Its limited size, sixteen acres, makes it quite inadequate for the development of the larger institution contemplated by this Board. The decisive factor, however, is the matter of distance, some three to three and a half miles separating the Peabody College from Vanderbilt University.

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[ \* This paragraph inserted from Pamphlet of November, 1909. There are several other variations in the two texts, but this is the most important one.—C. E. L.]



Vanderbilt University is located in the best residential section of the city of Nashville and is in the direct line of its present growth. Chancellor Kirkland offers to sell, subject to the approval of his Trustees, the highest and most desirable portion of Vanderbilt campus for the use of the teachers college on terms to be agreed upon. Contiguous land for the extension of the teachers college campus and for purposes of experimental farming and gardening is for sale and can now be had at reasonable figures. The estimated cost of this site is roughly \$180,000.

If the principle of this report as exhibited up to this point be acceptable we have the following specific recommendations to make with regard to the proposed George Peabody College for Teachers:

1. That the Trustees of the Peabody Education Fund now proceed to create a new Board of Trustees, which Board shall be charged with the duty of establishing at Nashville and in coöperation with Vanderbilt University the George Peabody College for Teachers, and shall be empowered to receive and administer all funds committed to it for this purpose.

2. That this new Board of Trustees be authorized to accept:

*First:* Bonds of the County of Davidson for \$50,000.

*Secondly:* Bonds of the City of Nashville for \$200,000.

*Thirdly:* The sum of \$250,000 appropriated by the State of Tennessee.

*Fourthly:* Sixteen acres of land and the buildings and appurtenances now occupied and used by the Peabody Normal College, and conveyed by the Trustees of the University of Nashville; and

*Fifthly:* The sum of \$50,000 in money or its equivalent as in fulfilment of the conditions upon which the Peabody Board has agreed that it "will immediately take proper action to establish in Nashville, Tennessee, a college for the higher education of teachers."

As voted by the Trustees at the meeting of October 4, 1905, the appropriation by the State of Tennessee comes short of \$250,000, the exact shortage being approximately \$27,000, since two annual payments of \$25,000 each are now at the disposal of this Board. This shortage can at once be made up if desired and the full amount placed at the disposal of the Board. But the Committee recommend that the appropriation by the State be accepted at face value.

3. That, of the remaining Peabody Education Fund, the sum of \$500,000 be contributed to the further endowment of the



George Peabody College for Teachers on condition that this sum be duplicated by funds raised from other sources.

This will give the college, when the whole is made available, the sum of \$2,800,000 with which to begin its work. It will be seen by reference to the budget in Exhibit Aa (p. 61) that the total estimated cost of the teachers college in coöperation with Vanderbilt University is \$3,204,320. Exhibit Ab (p. 69) shows how for the first three years this budget can be scaled so as to make a worthy beginning on the basis of \$2,780,000. This beginning should be made, then every possible effort should be made to bring the fund up within the three years to the full amount, \$3,204,320, as indicated by the original budget.

Now in conclusion of this part of our report, we venture to affirm that, if the plans here outlined shall be carried out, the two institutions thus brought into coöperation will serve as the basis upon which to build a great university; that an institution of learning will at last be planted in the South, soon to rank with our very noblest in the North,—Yale, Columbia, Hopkins, or Chicago,—indeed a veritable Harvard for the South, the apex and crown of its whole educational system, a far-shining beacon light, raying forth true ideals and high inspirations, the fitting climax to the work of the Peabody Board and the highest and most permanent glory of the Founder.

## II.

### DISBURSEMENT OF THE REMAINDER OF THE FUND.

The whole Fund might be invested to advantage in the George Peabody College for Teachers; but there are other educational needs which ought not to be ignored by this Board in the final distribution of the Fund committed to it.

Your Committee have carefully considered every petition and every plan suggested for the distribution of the remainder or any part of this Fund. In estimating the value of any line of permanent investment of the Fund, the Committee has kept constantly in mind the amount of the Fund at the disposal of the Board, the forces now at work in the South, and the educational needs of the South as a whole. The more important of these plans we desire briefly to review and to submit therewith our recommendations.

#### 1. *Elementary and High Schools.*

It has been suggested that a portion of the Fund could be used to advantage in the form of direct aid to the public elementary and high schools.

a. It is argued that small direct gifts to weak local schools may be so administered as to secure an increase of local support for these schools, and thereby help them to a permanent, vigorous life.

b. It has been urged also that this Board could, by supplementing the meager salaries now paid to county superintendents in the Southern States, make it possible to secure for this service men of superior ability, who could conduct campaigns for local taxation, and who through the inspection of schools, the examination of teachers, and the conducting of teachers institutes would raise the standard of teaching in their counties.

c. Again, it has been suggested that direct gifts in aid of county high schools could be so administered as to secure state grants and stimulate county taxation for the support of these schools.

This ground has been practically covered in an earlier part of this report; we wish in this connection merely to affirm our faith in two general principles, which as it seems to us should control the action of the Board in this matter:

*First*, that by the very nature of the case, common schools can not be directly given to a people; they must spring directly out of the soil of the communities which they serve, the product and embodiment of local aspiration, local initiative, and local control.

*Secondly*, that it is good economy to invest the Peabody Fund in vital centers from which it can affect education helpfully over large areas rather than to distribute it in small fragments to local communities, where its results will be restricted within narrow limits.

## 2. *State Normal Schools.*

The Peabody Board has during the past thirty years given abundant evidence of its faith in the work of the normal school. It has been largely instrumental in the development of normal schools in the South, planting at Nashville, as a model and a stimulus to all the Southern States, the central pioneer normal school, and aiding the states individually in founding, maintaining, and developing their state normal schools. Maintaining schools and institutes for the training of teachers has been during recent years the Board's most important work. It has been proposed that in the final distribution a portion of the Fund be given for the permanent endowment of the state normal schools in ten or more of the Southern States.

Your Committee have given to this proposition very earnest consideration and with unlimited funds in hand would give it hearty endorsement. But there is another institution constituting

a part of the State public school system, the work of which is quite as important as that of the normal school and which is in much greater need of outside assistance; we refer to the school of education in the State University, which we shall take up as the next item of this report. That the aim which the Board had in view in giving aid to state normal schools has been accomplished is shown by two facts:

a. The necessity of normal schools for the training of teachers is now an accepted fact. This was not so when the Board began the work. The normal school was then an experiment in the South; in many cases even regarded with disfavor. The college men as a rule opposed it, and the people were backward in their support of an institution the value of which to elementary education had not then been demonstrated. But these conditions have changed. The value and necessity of training teachers for the elementary school service is no longer a debatable question; all the Southern States with the single exception of Arkansas have adopted the normal school as a part of the State system.

b. While the normal school has been gaining recognition, the Southern States have been growing in wealth, so that now all these states are quite able to take care of the normal schools which, with the coöperation of this Board, they have planted. The president of one of the state normal schools says in reference to the suggested necessity for continuing this aid to the states, that "most of these schools have been so successful and have become so firmly established, that if the Peabody aid should be withdrawn, they would not now suffer any serious inconvenience on that account," and this statement he supports by the citation of facts. The president of another one of these schools says on the same subject that when the Peabody aid came to his school it was a Godsend and that he does not see how the school could have gotten on without it, but that now his state is both able and willing to take care of its own state normal school, and that the Peabody Fund could render his State greater service if invested in the education of teachers for service in the secondary schools.

### 3. *Schools of Education in State Universities.*

We, your Committee, after a careful study of the whole educational situation at the South, are convinced that after the establishment of the George Peabody College for Teachers the next most important work which this Board can undertake is the founding of schools of education in the state universities. The establishing of these schools of education in the state universities is important for many reasons:

*a.* A strong school or department of education in the state university is needed to bring the university as a whole into closer and more helpful relation to the public schools and to give to it the position and power of educational leadership in the public school system of the State. Unfortunately the state universities and the public schools in the Southern States have grown up with diverse aims and have dwelt apart. The university has not been the real head of the public school system and has in some cases keenly resented the suggestion that it ought to occupy such position. A strong school of education in the state university will do much to overcome this tendency toward separateness and will go far toward unifying the system and bringing all its parts into relations of mutual helpfulness. It will help the university to win the cordial support of the people and will help to return to the people the service which they have a right to expect of the university.

*b.* A school of education in the state university is needed to train men for service in the public high schools of the State.

We have already shown:

1. That public high schools are greatly needed in the South;
2. That active effort is now being made to establish them, and that this effort is meeting with most encouraging success;
3. That every public high school established creates a need for men who have been properly trained to organize and teach it;
4. That the graduate of the old classical college who has had no other training is not equipped for this work, and that the training required for this service is clearly beyond the province of the normal school. All this we pointed out, to show the necessity for establishing a teachers college. What we wish now to say is that by establishing schools of education in the state universities we shall supplement the work of the George Peabody College for Teachers, which can not be expected to supply all the men needed for this service, and shall at the same time be aiding the states in completing their own state systems.

*c.* These schools of education in the state universities of the South are in need of outside aid because they are just now struggling into existence and have their recognition yet to win. Worthy beginnings have been made at the University of Missouri, the University of Virginia, and the University of Texas; but the institution is in its infancy. It will have to overcome apathy on the part of the people and positive opposition on the part of the traditional academic faculty.



In view of these considerations, we recommend that to the state universities of North Carolina, South Carolina, Florida, Georgia, Alabama, Mississippi, Louisiana, Arkansas, West Virginia, Virginia, and Kentucky, the sum of \$40,000 each be given as the nucleus of a permanent endowment for schools of education in these respective institutions; that this gift be conditioned in each case on the state's contributing a like sum for the same purpose; and that the schools thus established shall in each case, with the exception of the one at the University of Virginia, which is already known as the Curry School of Education, be named the George Peabody School of Education.

The \$440,000 of the Peabody Education Fund thus invested will yield to each of these institutions an annual income of \$4,000, which will make a worthy beginning of the work which we desire to inaugurate.

#### 4. *Schools for the Education of the Negro.*

It is the conviction of your Committee that the remainder of the Fund, presumably about \$400,000, should be contributed to the education of the negro. We do not desire to argue this item of our report, but merely to submit in brief two or three reasons why the action which we recommend would be fitting and wise:

a. It would be fitting because in keeping with the catholic spirit of Mr. Peabody that both races and thus all the people be recognized in the final distribution of his benefaction.

b. It would be not only in keeping with the catholic spirit of Mr. Peabody, but in accordance with his expressed wish. We do not mean to imply that he intended to dictate to the Board, for in his third letter he distinctly says that it was not his design to bind his Trustees in any way whatever. In his original letter, however, he states his purpose as being "that the benefits intended shall be among the entire population, without other distinction than their needs and the opportunity of usefulness to them." The Board throughout its whole administration has never been unmindful of this purpose of Mr. Peabody.

c. But if Mr. Peabody had not expressed this purpose, we, as your Committee seeking the largest service to the South as a whole and to our common country, would still feel it incumbent upon us to recognize the needs of negro education in any recommendations as to the final distribution of the Fund committed to us. For the problem of education at the South is the problem of educating two races. These two people living side by side enter as two factors into one complex life. The interrelations are such



that it would be impossible to neglect the development of either race without retarding the development of the other.

We have not as yet given the details of this subject sufficient study to enable us to make specific recommendations as to the investment of this portion of the Fund. We are prepared to say, however, that its distribution should be controlled by the same general principles that have been adhered to in our recommendation for the distribution of the other portion of the Fund; that is to say, the Fund should be used for the education of teachers and should be massed in a few important centers from which it can influence education over large areas. We, therefore, recommend:

*First:* that this remainder of the Peabody Education Fund, about \$400,000, be contributed to the education of the negro; and

*Secondly:* that the Special Committee be given opportunity to submit to the Board at a later meeting a detailed plan for its distribution.

DANIEL C. GILMAN,  
MORRIS K. JESUP.

## XII. FINAL AGREEMENT AND TERMS OF ENDOWMENT.

The Peabody Board after its last review of the situation in 1907 had to wait during the off year 1908 until the Tennessee Legislature assembled in January, 1909. The Legislature then passed an amended Act, which was found satisfactory by the Legal Committee, as it both removed a feature objectionable to the majority of the Board and also the time limit, which had prevented action in 1907. The Act of the Legislature of January 23, 1907, is as follows:

### CHAPTER 19.

#### SENATE BILL No. 19.

A Bill to be entitled "An Act to secure the establishment of a College for the higher education of teachers in the State of Tennessee by the appropriation therefor of money out of the treasury of the State."

SECTION 1. *Be it enacted by the General Assembly of the State of Tennessee, that*

WHEREAS, The Trustees of the Peabody Education Fund, pursuant to the powers in them vested, have resolved to apply one million dollars of the capital of said

Fund to the establishment at Nashville, Tenn., of a College for the education of white teachers for the Southern States, and as a successor of the Peabody Normal College, which was established at Nashville by the Board of Trustees; and

WHEREAS, The Constitution of the State provides that it shall be the duty of the General Assembly to cherish literature and science, and pursuant thereto the State has established and now maintains a system of common schools, and has partially supported, by appropriation, the Normal College as a training school for teachers; and

WHEREAS, Great advantages will accrue to the State of Tennessee and its common schools by the establishment of said College within its limits and at its capital; and

WHEREAS, The said Trustees of the Peabody Education Fund, at a meeting held in the city of Washington, D. C., on the 24th day of January, 1905, adopted the following resolutions, viz.:

*Be it therefore resolved* (two-thirds of the members of the Board concurring), That if within one year from this date, there shall be delivered to this Board, or shall be placed at its disposition:

First—Bonds of the County of Davidson for \$50,000.

Secondly—Bonds of the City of Nashville for \$200,000.

Thirdly—The sum of \$250,000 appropriated by the State of Tennessee.

Fourthly—Sixteen acres of land and the buildings and appurtenances now occupied and used by the Peabody Normal College, and conveyed by the Trustees of the University of Nashville; and,

Fifthly—The further sum of \$50,000 in money or its equivalent;

This Board will immediately take proper action to establish in Nashville, Tenn., a college for the higher education of teachers of the Southern States, to be the successor of the present Peabody Normal College in said city, and to be known as "George Peabody College for Teachers," and to be duly incorporated in said name under competent authority, and to be under the govern-

ment of a Board of Trustees to be named and appointed by this Board, and to have the power to fill all vacancies which may occur on said Board.

And, further, that this Board hereby pledges itself to appropriate \$1,000,000 out of the funds in its hands as a permanent endowment of said college, said \$1,000,000 to be held as a permanent fund, only the income thereof to be applied to the maintenance of the institution.

And, further, that as soon as "George Peabody College for Teachers" shall be duly incorporated, this Board will immediately assign, set over, and deliver unto the said corporation, or its aforesaid Trustees, the said sum of \$1,000,000 of its funds, and also all other moneys, bonds, and property above referred to, which shall have been received or placed at the disposition of this Board for said purpose, to be received and used by the said Trustees for the establishment, maintenance, and development of the said "George Peabody College for Teachers" as an institution for the higher education of teachers for the Southern States; and

WHEREAS, The said Board of Trustees of the Peabody Education Fund, at its meeting in the city of New York, held on the fourth of October, 1905, adopted the following preamble and resolution, to-wit:

WHEREAS, The conditions imposed by this Board for the endowment of the "George Peabody College for Teachers," at Nashville, have not yet been complied with,

*Resolved*, That the time fixed for the compliance with the conditions be extended until July 24, 1907; and

WHEREAS, The County of Davidson provides for the \$50,000 stipulated for by the Trustees of the Peabody Education Fund, in addition to the \$50,000 previously voted by said county.

SECTION 1. *Now, therefore, be it enacted by the General Assembly of the State of Tennessee*, That the State of Tennessee hereby assents to and accepts the proposition contained in said resolution.

SEC. 2. *Be it further enacted*, That the State of Tennessee hereby appropriates the sum of \$250,000 to the establishment, support, maintenance, and use of said college for the education of teachers, for which sum the

Comptroller of the Treasury of the State shall draw a warrant on the State Treasury in favor of said Trustees of the Peabody Education Fund, or their duly authorized representative, and the Treasurer of the State will pay said amount on said warrant to said Board or its representative; Provided, however, always, that the various sums and amounts required by said resolution to be raised by the City of Nashville, and by Davidson County, and by the Trustees of the University of Nashville are raised and delivered over in manner and form and time as by said resolution of January 24, 1905, and October 4, 1905, is provided; and, provided further, that the said sum of \$1,000,000 and the further amount by this Act appropriated are applied and transferred to the use and benefit of the college located at Nashville by said resolution contemplated; and, provided, further, also, that the Governor of the State of Tennessee shall be ex officio a member of the Board of Trustees of the "George Peabody College for Teachers."

SEC. 3. *Be it further enacted*, That inasmuch as this Act is in lieu of the Act passed April 4, 1905, Chapter 211 of the Acts of that year, said Act of 1905 is hereby repealed; and,

SEC. 4. *Be it further enacted*, That this Act take effect from and after its passage, the public welfare requiring it.

Passed January 23, 1907.

E. G. TOLLETT,  
*Speaker of the Senate.*

JNO. T. CUNNINGHAM,  
*Speaker of the House of Representatives.*

Approved January 29, 1907.

MALCOLM R. PATTERSON,  
*Governor.*

The Act of the Legislature of February 5, 1909, which is the last of its series and the one which finally harmonized with all conditions, is as follows:

## CHAPTER 20.

## SENATE BILL No. 45.

A Bill to be entitled "An Act to secure the establishment in Nashville, in the State of Tennessee, of a college for the higher education of teachers for the Southern States by the appropriation therefor of money out of the treasury of the State."

WHEREAS, The Trustees of the Peabody Education Fund, pursuant to the powers in them vested, have resolved to apply one million dollars of the capital of the said Fund to the establishment in Nashville of a college for the higher education of teachers for the Southern States and as the successor of the Peabody Normal College, which was established at Nashville by the Board of Trustees; and

WHEREAS, The Constitution of the State provides that it shall be the duty of the General Assembly to cherish literature and science, and pursuant thereto the State has established and now maintains a system of common school, and has partially supported, by appropriations, the Normal College as a training school for teachers; and

WHEREAS, Great advantages will accrue to the State of Tennessee and its common schools by the establishment of said college within its limits and at its capital; and

WHEREAS, The said Trustees of the Peabody Education Fund, at a meeting held in the city of Washington, D. C., on the 24th day of January, 1905, adopted the following resolution, viz.:

*Be it therefore resolved* (two-thirds of the members of the Board concurring), That if within one year from this date there shall be delivered to this Board, or shall be placed at its disposition:

First—Bonds of the County of Davidson for \$50,000.

Secondly—Bonds of the City of Nashville for \$200,000.

Thirdly—The sum of \$250,000 appropriated by the State of Tennessee.



Fourthly—Sixteen acres of land and the buildings and appurtenances now occupied and used by the Peabody Normal College, and conveyed by the Trustees of the University of Nashville; and,

Fifthly—The further sum of \$50,000 in money or its equivalent;

This Board will immediately take proper action to establish in Nashville, Tennessee, a college for the higher education of teachers for the Southern States, to be the successor of the present Peabody Normal College in said city, and to be known as the "George Peabody College for Teachers," and to be duly incorporated in said name under competent authority, and to be under the government of a Board of Trustees to be named and appointed by this Board, and to have the power to fill all vacancies which may occur on said Board.

And, further, that this Board hereby pledges itself to appropriate \$1,000,000 out of the funds in its hands as a permanent endowment of said college, said \$1,000,000 to be held as a permanent fund, only the income thereof to be applied to the maintenance of the institution.

And, further, that as soon as the "George Peabody College for Teachers" shall be duly incorporated, this Board will immediately assign, set over, and deliver unto the said corporation, or its aforesaid Trustees, the sum of \$1,000,000 of its funds, and also all other moneys, bonds, and property above referred to, which shall have been received or placed at the disposition of this Board for said purpose, to be received and used by the said Trustees for the establishment, maintenance, and development of the said "George Peabody College for Teachers" as an institution for the higher education of teachers for the Southern States; and

WHEREAS, The said Board of Trustees of the Peabody Education Fund at its meeting in the city of New York, held on the fourth of October, 1905, adopted the following preamble and resolution, to-wit:

WHEREAS, The conditions imposed by this Board for the endowment of the George Peabody College for Teachers at Nashville have not yet been complied with,

*Resolved*, That the time fixed for the compliance with the conditions be extended until July 24, 1907; and

WHEREAS, The said Board of Trustees of the Peabody Education Fund, at its meeting in the city of New York, on the eleventh day of December, 1907, still further extended the time for compliance with the conditions of its said resolution of January 24, 1905, until July 1, 1909; and

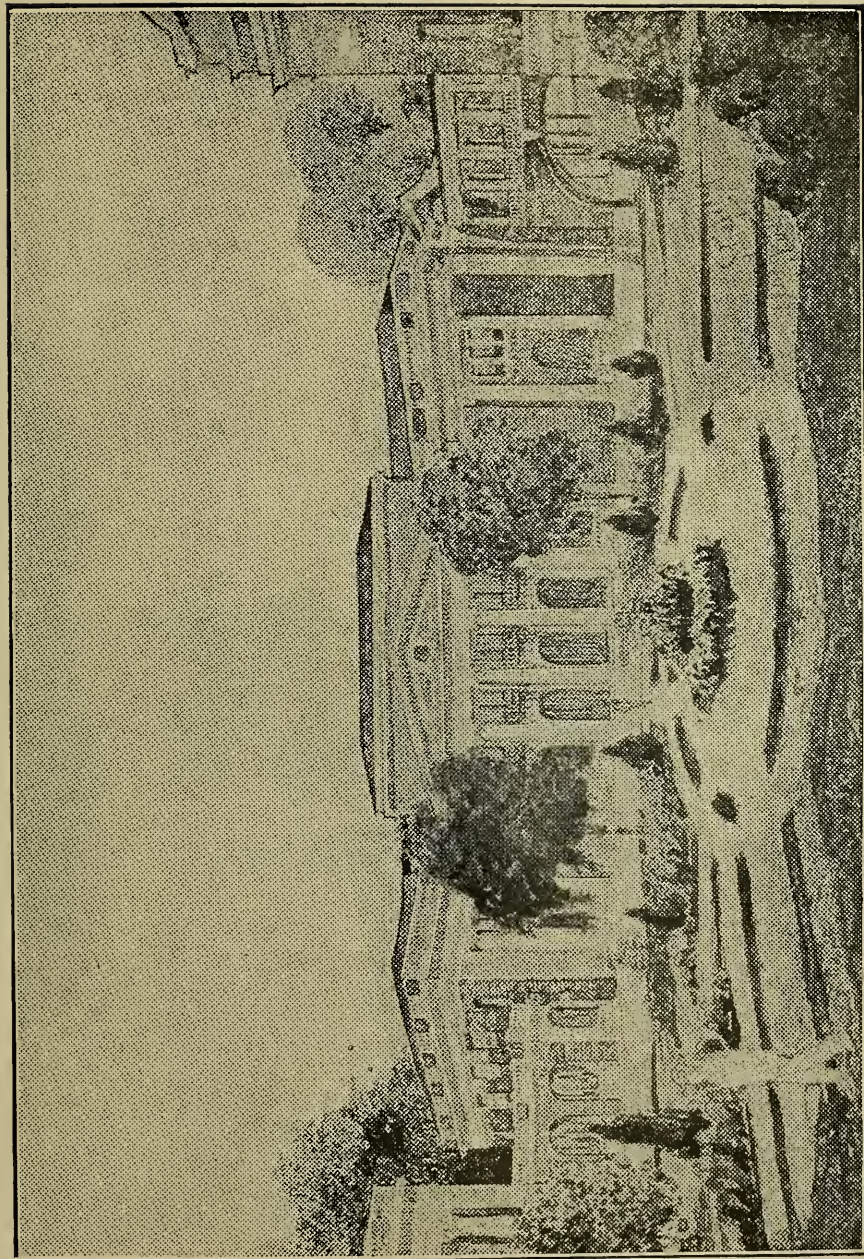
WHEREAS, On account of unavoidable delays the appropriations made by the Act passed April 4, 1905, which is Chapter 211 of the Acts of 1905 of Tennessee, and was repealed by the Act passed January 23, 1907, which is Chapter 19 of the Acts of 1907, were not used, and this is in lieu thereof; and

WHEREAS, The County of Davidson has provided for the \$50,000, stipulated for by the Trustees of the Peabody Education Fund, in addition to the \$50,000 previously voted by said County.

SECTION 1. *Now, therefore, be it enacted by the General Assembly of the State of Tennessee*, That the State of Tennessee hereby assents to and accepts the propositions embodied in the resolutions of the Trustees of the Peabody Education Fund of January 24, 1905.

SEC. 2. *Be it further enacted*, That the State of Tennessee hereby appropriates the sum of two hundred and fifty thousand dollars to the establishment, support, maintenance, and use of said college for the higher education of teachers for the Southern States, for which sum the Comptroller of the Treasury of the State shall draw a warrant on the State treasury in favor of said Trustees of the Peabody Education Fund, or their duly authorized representative, and the Treasurer of the State will pay said amount on said warrant to said Board or its representative; *Provided, however, always*, that the various sums and amounts required by said resolutions to be raised by the City of Nashville and by Davidson County are raised and paid over as contemplated, and that the Trustees of the University of Nashville convey to the Trustees of the Peabody Education Fund the sixteen acres of land and the buildings and appurtenances now occupied and used by the Peabody Normal College; and, *Provided, further*, that the said sum of one million dollars and the further amount by this Act appropriated are applied and transferred to the use and benefit of the





1. MANUAL TRAINING BUILDING AND POWER HOUSE

First to be erected. Excavation begun July 29th and rapidly progressing. No. 12 on plan.



College located at Nashville by said resolutions contemplated; and, *Provided, further*, also that the Governor of the State of Tennessee shall be, ex-officio, a member of the Board of Trustees of the George Peabody College for Teachers.

SEC. 3. *Be it further enacted*, That inasmuch as this Act is in lieu of the Act passed January 23, 1907, being Chapter 19 of the Acts of that year, said Act of 1907 is hereby repealed.

SEC. 4. *Be it further enacted*, That this Act take effect from and after its passage, the public welfare requiring it.

Passed January 29, 1909.

WILLIAM KINNEY,  
*Speaker of the Senate.*

M. HILLSMAN TAYLOR,  
*Speaker of the House of Representatives.*

Approved February 5, 1909.

MALCOLM R. PATTERSON,  
*Governor.*

The deed of the University of Nashville, which embodied the changes called for and satisfied the objections to the deed of 1904, is as follows:

(21692) UNIVERSITY OF NASHVILLE.

TO DEED

TRUSTEES OF THE PEABODY EDUCATION FUND.

WHEREAS, The University of Nashville, an educational institution organized and existing under the laws of the State of Tennessee, particularly the statutes enacted December 29, 1785, November 4, 1805, September 11, 1806, December 3, 1807, October 19, 1809, October 18, 1824, November 27, 1826, February 25, 1852, and March 23, 1875, and located at Nashville, Davidson County, Tennessee, is the owner of certain property, including the lands hereinafter described and conveyed; and



WHEREAS, At a meeting of the Board of Trustees, of the said University of Nashville, this day duly and regularly held at the University of Nashville, a quorum authorized to act being present, the following resolution was adopted:

*"Resolved*, By the Board of Trustees of the University of Nashville, that

WHEREAS, The Trustees of the Peabody Education Fund on the 24th day of January, A. D. 1905, adopted the following resolution, namely:—

*Be it therefore resolved* (two-thirds of the members of the Board concurring), That if within one year from this date, there shall be delivered to this Board, or shall be placed at its disposition:

First—Bonds of the County of Davidson for fifty thousand dollars (\$50,000).

Secondly—Bonds of the City of Nashville for two hundred thousand dollars (\$200,000).

Thirdly—The sum of two hundred and fifty thousand dollars (\$250,000), appropriated by the State of Tennessee.

Fourthly—Sixteen acres of land and the buildings and appurtenances now occupied and used by the Peabody Normal College and conveyed by the Trustees of the University of Nashville; and

Fifthly—The further sum of fifty thousand dollars (\$50,000) in money or its equivalent;

This Board will immediately take proper action to establish in Nashville, Tenn., a college for the higher education of teachers for the Southern States, to be the successor of the present Peabody Normal College in said city, and to be known as the "George Peabody College for Teachers," and to be duly incorporated in said name under competent authority, and to be under the government of a Board of Trustees to be named and appointed by this Board, and to have the power to fill all vacancies which may occur on said Board.

And, further, that this Board hereby pledges itself to appropriate one million dollars (\$1,000,000), out of the funds in its hands as a permanent endowment of said college; said one million dollars (\$1,000,000) to be held

as a permanent fund, only the income thereof to be applied to the maintenance of the institution.

And, further, that as soon as the said "George Peabody College for Teachers" shall be duly incorporated, this Board will immediately assign, set over, and deliver unto the said corporation or its aforesaid Trustees the said sum of one million dollars (\$1,000,000) of its funds, and also all other moneys, bonds, and property above referred to, which shall have been received or placed at the disposition of this Board for said purpose, to be received and used by the said Trustees for the establishment, maintenance, and development of the said "George Peabody College for Teachers" as an institution for the higher education of teachers for the Southern States; and also on the 4th day of October, 1905, adopted the following resolutions, namely:—

WHEREAS, The conditions imposed by this Board for the endowment of the George Peabody College for Teachers at Nashville have not yet been complied with,

*Resolved*, That the time fixed for the compliance with the condition be extended until July 24, 1907; and

WHEREAS, The bonds of the City of Nashville, and the bonds of the County of Davidson, and the fifty thousand dollars (\$50,000), and the two hundred and fifty thousand dollars (\$250,000) to be appropriated by the State of Tennessee, in the said resolution of January 24, 1905, mentioned, have been placed at the disposition of the said Board of Trustees of the Peabody Education Fund, as contemplated by the said resolution; and

WHEREAS, At a former session of this Board the said proposition in said resolution contained was assented to and accepted by this Board, and a conveyance of the said sixteen acres of land therein mentioned directed to be made to the said Trustees of the Peabody Education Fund, but said deed has not yet been delivered; and

WHEREAS, It is to the interest of the people of Nashville and of Davidson County, and of the State of Tennessee, and of the cause of education, that said conveyance be made, and the George Peabody College for Teachers endowed as proposed, be established at Nashville, Tennessee; now, in order to secure the same, that the former action of this Board assenting to and accept-

ing said proposition, be, and it hereby is, confirmed, and, that the said parcel of land, the property of the University of Nashville, namely, the sixteen acres of land (with the buildings and appurtenances occupied and used by the Peabody Normal College), lying in Nashville, Davidson County, Tennessee, bounded on the north by Middleton Avenue, on the east by University Street, on the south by Lindsley Avenue, and on the west by South Market Street, be, and it hereby is, directed to be transferred and conveyed by general warranty deed (with particular description), to the Trustees of the Peabody Education Fund in special trust for the said George Peabody College for Teachers, a corporation to be formed as contemplated by the said resolution of January 24, 1905, and to be conveyed by the said Trustees to the said George Peabody College for Teachers, when organized, to be held, used and disposed of by said corporation, upon the terms and for the purposes set forth in its charter, and, that the said deed of conveyance be executed in the name and in behalf of the University of Nashville and in behalf of the Board of Trustees thereof, by its President, under the seal of the University, to be attached and attested by the Secretary, and when executed that it be delivered to the said Trustees of the Peabody Education Fund.

Now, pursuant to the said resolution and in the execution thereof, the University of Nashville, for the consideration of one dollar to it paid, the receipt whereof is hereby acknowledged, and the further consideration in said resolution expressed, has bargained and sold, and does hereby transfer, alien, and convey, to the Trustees of Peabody Education Fund, that certain parcel of land, with the buildings and appurtenances occupied and used by the Peabody Normal College, containing sixteen acres, more or less, lying in Nashville, Davidson County, Tennessee, and bounded on the north by Middleton Avenue, on which it fronts eight hundred and thirty-seven feet, more or less, on the east by University Street, on which it fronts eight hundred and six feet, more or less, on the south by Lindsley Avenue, on which it fronts eight hundred and thirty-seven feet, more or less, on the

west by South Market Street, on which it fronts seven hundred and ninety-nine feet, more or less.

*To Have and to Hold*, To the said Trustees of the Peabody Education Fund and their successors, in special trust for the said George Peabody College for Teachers, the corporation to be formed and organized by the Trustees conformably to resolutions passed by them Jan. 24, 1905, and to which corporation the premises hereinbefore described, are to be conveyed by the Trustees to be held, used and disposed of by said corporation upon the terms and for the purposes set forth in its charter; and, the University of Nashville covenants with the said Trustees of the Peabody Education Fund and their successors and assigns, that it is lawfully seized of the said lands, has a good right to convey the same, and that they are unencumbered; and it does further covenant and agree and bind itself to warrant and forever defend the title thereto to the said Trustees of the Peabody Education Fund, their successors, and assigns, against the lawful claims of all persons whomsoever.

*In Witness Whereof*, For and in behalf of the University of Nashville, and in behalf of the Board of Trustees thereof, and while said Board is in session, the name of the said corporation, the University of Nashville, has been hereto subscribed and attached by James D. Porter, the President, and its seal has been hereto affixed and attached by John M. Bass, the Secretary, on this the SIXTH DAY OF DECEMBER, one thousand nine hundred and seven (A. D. 1907).

(Seal)

UNIVERSITY OF NASHVILLE,

By JAMES D. PORTER,  
*President.*

By JOHN M. BASS,  
*Secretary.*

Attest:

STATE OF TENNESSEE,  
COUNTY OF DAVIDSON.

Before me, Foster Jones, a Notary Public in and for the County and State aforesaid, personally appeared James D. Porter, with whom I am personally acquainted,

and who, upon oath, acknowledged himself to be the President of the University of Nashville, the within named bargainor, a corporation, and that he as such President, being authorized so to do, executed the foregoing instrument for the purpose therein contained, by signing the name of the corporation by himself as President.

And also personally appeared John M. Bass, with whom I am personally acquainted, and who upon oath acknowledged himself to be Secretary of the within named bargainor, a corporation, and that he as such Secretary, being authorized so to do, affixed the seal of the said corporation to the foregoing instrument to execute the same for the purpose therein contained, and that he attested the same as such officer of said corporation; and that the seal thereto affixed is the genuine seal of said corporation.

*Witness My Hand and Seal*, at office, in Nashville, Davidson County, Tennessee, this the sixth day of December, 1907.

My commission expires on the second day of April, 1910.

(Seal)

FOSTER JONES,  
*Notary Public.*

Received August 7, 1909, at 11:45 A.M.

Recorded August 9, 1909, in Warranty Deed Book 372, on pages 560, 561, and 562.

When, therefore, the Peabody Trustees met in special session March 18, 1909, everything seemed in readiness. The recent action of the Legislature was reported as satisfactory, and Gov. Porter stated that the City of Nashville and the County of Davidson were ready to deliver their appropriations, and that the amended deed executed by the University of Nashville was in his possession at his office in Nashville. On motion of Mr. Olney it was

*Voted*, That Gov. Porter notify the several donors of land, bonds, and money in aid of a corporation to be formed and organized under the name of George Peabody College for Teachers, that the Trustees are ready to receive the donations in question, and, upon receiving the same, will at once proceed to form and organize said



corporation and to perform the other duties and trusts devolved upon them by their resolutions of January 24, 1905, as set forth in the appropriation act of the State of Tennessee and approved February 5, 1909. (Proceedings, March 18, 1909, p. 10.)

That no further delay might be occasioned by oversight or negligence, the following action was taken on motion of Bishop Lawrence:

*Voted*, That a Committee of Six, of which the Chairman shall be a member ex-officio, be appointed by the Chair, to report as soon as convenient, certainly before July 1, a form of organization of the George Peabody College for Teachers, names of persons for consideration and election as Trustees of the College, and also a program whereby this Board may be able to take all steps necessary for the creation and beginning of the College. Proceedings, March 18, 1909, page 10.)

Chief-Justice Fuller, Chairman of the Peabody Board, appointed as members of the Committee of Six: Bishop Lawrence, Mr. Choate, Mr. Olney, Gov. Porter, Judge Fenner.

Accordingly the Peabody Board met in special session June 10, 1909, and a report from the Committee of Six was made by Bishop Lawrence. This report submitted a draft of charter for a corporation to be called George Peabody College for Teachers; also a draft of certain by-laws to be recommended to the corporation; and thirdly, a draft of instruments conveying to the corporation the real estate, money, and securities to be delivered to the corporation under resolutions of the Peabody Board of January 24, 1905. The report of the Committee of Six is given in full in Proceedings, June 10, 1909, pp. 10-23.

To carry out the recommendations of the Committee of Six it was voted: (1) that the report of the Committee of Six be adopted; (2) that a Committee of Four, consisting of the Chairman and the Secretary of the Board, and Messrs. Lawrence and Olney, (a) notify the persons named as Trustees and ask their acceptance, (b) in case of the declination of Mr. John J. Vertrees, to fill the vacancy by Mr. George N. Tillman, and (c) after the prescribed number of persons have accepted as Trustees, to proceed to perfect the organization of the corporation by appropriate measures; (3) that when the organization of said corporation shall have been perfected as required by the laws of

Tennessee, the Chairman and Treasurer of the Board execute an instrument of conveyance of the tenor and in the terms of the draft annexed to the Committee's report, and simultaneously with the execution and delivery of such instrument also transfer and deliver to the new corporation the personal property required to be delivered to it under the resolutions of the Peabody Board of January 24, 1905.

In accordance with these votes, the Committee of Four sent out notice to the following persons, who were asked and consented to act as Trustees of the College:

J. M. Dickinson, Nashville, Tenn.  
J. C. Bradford, Nashville, Tenn.  
George N. Tillman, Nashville, Tenn.  
Whitefoord R. Cole, Nashville, Tenn.  
E. A. Lindsey, Nashville, Tenn.  
A. H. Robinson, Nashville, Tenn.  
E. T. Sanford, Knoxville, Tenn.  
Bolton Smith, Memphis, Tenn.  
Stuart H. Bowman, Huntington, W. Va.  
Hugh S. Bird, Williamsburg, Va.  
W. A. Blair, Winston-Salem, N. C.  
W. K. Tate, Charleston, S. C.  
Joseph K. Orr, Atlanta, Ga.  
B. J. Baldwin, Montgomery, Ala.  
J. B. Aswell, Natchitoches, La.  
Thomas B. Franklin, Columbus, Miss.  
Malcolm R. Patterson, Governor of Tenn., ex-officio.

This is the list as reported by the Committee and found in the Proceedings, October 8, 1909, p. 31. The notifications were sent out in July, being received by the Nashville members and reported in the Nashville papers on August 8, 1909.

The Committee of Four also took steps to secure options on the needed land selected for the site of the College. Bishop Lawrence, Chairman of the Committee of Six and of the Committee of Four, was active in all these negotiations. He visited Nashville in May, 1909, and was unremitting in his efforts to see that no further delays hindered the consummation of the plans upon which so much work had been spent and in regard to which such high hopes were entertained in all quarters.

Provision had been made for the incorporation of the College Trustees by the passage of a Legislative Act which was prepared by Messrs. Choate, Olney, and Porter. It is here given in full, being passed February 3, 1909, and approved February 12, 1909:

# ACTS OF TENNESSEE.

## CHAPTER 52—SENATE BILL No. 169.

A Bill to be entitled "An Act to provide for the organization of corporations for the higher education of teachers."

SECTION 1. *Be it enacted by the General Assembly of the State of Tennessee*, That corporations for the higher education of teachers may be organized and created as hereinafter provided. Any five or more persons over twenty-one years of age, desiring to organize and create a corporation under this Act, in order thereto shall sign and acknowledge as hereinafter provided the following articles of incorporation, to be known as the charter—namely:

### STATE OF TENNESSEE.

#### CHARTER OF INCORPORATION.

Be it known, That ----- (here fill this blank with the name of the five or more persons who desire to be incorporated) are hereby constituted a body politic and corporate by the name and style of----- (here fill this blank with the name of the corporation), for the purpose of establishing, conducting and maintaining in this State a college or educational institution for the higher education of teachers.

The general powers of this corporation are and shall be to sue and be sued by the corporate name; to have and use a common seal, which it may alter at pleasure; to purchase and to receive by gift, bequest and devise, any property, real, personal and mixed; to hold, use and manage the same for the purposes of the corporation as hereinbefore set forth; to execute and administer any trust upon which property may be given to the corporation in furtherance and aid of the said purposes; and to sell and dispose of any property owned or held by it, or any part thereof, whenever the same, or any part thereof, can no longer be usefully applied to the purposes of said corporation, and of the trusts on which the same is held, and the proceeds thereof to hold and apply for the same purposes and upon the same trusts; to purchase

or accept and hold any real estate in payment in whole or in part of any debt due to the corporation, and to borrow money for the purposes of the corporation, and secure the payment thereof by mortgage of its real estate or any part thereof; and to do any and all things proper and necessary to establish, conduct and maintain a college for the higher education of teachers; to establish by-laws, and to make all rules and regulations not inconsistent with the laws and constitutions of the State of Tennessee and the United States, deemed expedient for the management of corporate affairs; to elect or appoint a President, a Secretary, a Treasurer and such other officers as the business of the corporation may require; to designate the name of the office and the qualifications of the officer and fix his compensation; *provided*, however, that no mortgage of any real estate of the corporation shall be valid if inconsistent with the trusts on which it is held, and unless authorized by the votes of two-thirds of the entire Board of Trustees and an order of the Court of Chancery.

The incorporators and their successors in office shall be called and known as "Trustees." This charter or these articles of incorporation shall be subject to modification or amendment as prescribed by the constitution of this State. The main business of the corporation is to be conducted at ----- (here insert the name of the town or city), in the county of ----- (here insert the name of the county), in the State of Tennessee.

In witness whereof, we, the undersigned, the incorporators above mentioned, hereby apply to the State of Tennessee, by virtue of the laws of the land, for a charter of incorporation for the purposes and with the powers declared in the foregoing instrument.

Witness our hands this the ----- day of -----, A. D. -----.

SEC. 2. *Be it further enacted*, That the signatures of said incorporators must be acknowledged or any one or more signatures proved by one witness before the clerk of the County Court of the county where the main business of the corporation is to be conducted, the fact of acknowledgement or probate to be entered on the books

of his office and also certified on the instrument, which instrument with the application of the acknowledgement or probate, shall be registered in the Register's Office of the same county, and the fact of registration shall be, by the Register, endorsed on or attached to said instrument. The said instrument, registered as aforesaid, shall then be transmitted to the Secretary of State, who shall keep the same in a book to be kept for that purpose with the probates, acknowledgements, certificates of clerk, register, etc.

The Secretary of State shall then certify in or on the original instrument that the same has been registered in his office, to which certificate shall be applied the great seal of the State; and upon the affixing of the great seal of the State to the said certificate or said original instrument and the registration of the said Secretary's certificate and the fac simile of said seal in the Register's Office, where said instrument was originally registered, the formation of the association as a body politic and corporate, with the powers specified in its charter or articles of incorporation and all other powers conferred upon it by law, is hereby declared complete, and the validity of the same shall not be in any legal proceedings collaterally impeached.

SEC. 3. *Be it further enacted*, That the said incorporators shall constitute the first Board of Directors, and they and their successors in office shall be known as and called "Trustees," and shall manage the affairs and property and conduct the business of said corporation.

The Board of Trustees, as from time to time constituted, shall have the power to fill all vacancies in the Board and to increase the number of Trustees to any number not exceeding thirty-three in all, including therein the Governor of Tennessee, who shall be, and hereby is, made a member of said Board and a Trustee ex officio. A quorum at any meeting of the Board shall consist of a majority of the entire membership of the Board. Every Trustee shall have one vote in all elections and on all questions to be considered and voted upon, the result in all cases to be determined by a majority of the votes cast. A majority of the Board of Trustees shall be citizens of Tennessee, but any number of Trustees less than



a majority may be citizens of other States, and the college shall be open to the citizens of all the States known as the "Southern States," upon the same terms and conditions as it is open to citizens of the State of Tennessee. Regular meetings of the Board shall be held at stated times to be fixed by the by-laws; but special meetings may also be provided for by such by-laws, which shall also specify by what authority and in what manner such special meetings shall be called; *provided, however*, that notice of such special meetings shall be given to all members of the Board, either personally or by mail, directed to their places of residence at least one month before the date named for the meeting, and that the notice of any special meeting shall state the objects thereof, and the action of such special meetings shall be limited to the objects so notified.

The Board of Trustees shall have power to provide by by-law for the creation of an Executive Committee, and prescribe the powers to be exercised by such Executive Committee when the Board of Trustees shall not be in session.

The Board shall keep a record of their proceedings, which shall at all times be subject to the inspection of any member. The terms of all officers and the time and mode of their election or appointment shall be fixed by the by-laws; but the term of no officer, except the President, shall exceed three years. All members of the Board shall hold their offices as Trustees until death, resignation, or removal as hereinafter provided. Any Trustees, excepting the Governor of Tennessee, may be removed from the Board at any time after reasonable notice and hearing for inefficiency, neglect, drunkenness, incompetency, or misconduct detrimental to the interests of the institution; but the consent of four-fifths of the entire Board shall be required in order to effect such removal.

SEC. 4. *Be it further enacted*, That all the property of the corporation shall be liable for the claims of creditors, and by no implication or construction shall the corporation possess the power to discount notes or bills, deal in gold or silver coin, issue any evidence of debts as currency, buy and sell any agricultural products, deal in merchandise (beyond supplying its students and teach-

ers with lodgings, furniture, board, fuel, lights, and with books, apparatus, etc., necessary for instruction), or engage in any business outside the purpose of the charter.

As the general welfare of society and not individual profit is the object for which the charters herein mentioned are authorized, the Trustees are not stockholders in the legal sense of the term, and no dividends or profits shall be divided among the members. A violation of the provisions of the charter or of this Act shall subject the corporation to dissolution at the instance of the State.

Any corporation organized or chartered hereunder which may desire to change its name or obtain further powers, which powers at any time hereafter shall have been conferred by law upon corporations of this character, shall have the right to do so by proceeding in the manner and form prescribed by law for corporations chartered for profit to obtain like objects.

SEC. 5. *Be it further enacted*, That this Act take effect from and after its passage, the public welfare requiring it.

Passed February 3, 1909.

WILLIAM KINNEY,  
*Speaker of the Senate.*

M. HILLSMAN TAYLOR,  
*Speaker of the House of Representatives.*

Approved February 12, 1909.

MALCOLM R. PATTERSON,  
*Governor.*

By authority of this Act a Charter of Incorporation was secured by the proper number of incorporators, who met at the American National Bank, Nashville, Tenn., September 30, 1909, This instrument and certificates of genuineness are in words and figures following.

STATE OF TENNESSEE,

DEPARTMENT OF STATE.

I, Hallum W. Goodloe, Secretary of the State of Tennessee, do certify that the annexed instrument, with certificates of acknowledgment of probate and regis-

tration, were filed in my office for registration on the 30th day of September, 1909, and recorded on the 30th day of September, 1909, in Corporation Record Book, P-7, in said office, page 222.

In testimony whereof, I have hereunto subscribed my official signature; and, by order of the Governor affixed the Great Seal of the State of Tennessee, at the Department, in the City of Nashville, this 30th day of September, A. D. 1909.

(Seal)

HALLUM W. GOODLOE,  
*Secretary of State.*

#### STATE OF TENNESSEE.

#### CHARTER OF INCORPORATION.

*Be It Known*, That W. R. Cole, E. A. Lindsey, Edward T. Sanford, Bolton Smith and George N. Tillman are hereby constituted a body politic and corporate by the name and style of

#### "GEORGE PEABODY COLLEGE FOR TEACHERS"

for the purpose of establishing, conducting and maintaining in this State a college or educational institution for the higher education of teachers.

The general powers of this corporation are and shall be to sue and be sued by the corporate name; to have and use a common seal, which it may alter at pleasure; to purchase and receive by gift, bequest and devise, any property, real, personal and mixed; to hold, use and manage the same for the purposes of the corporation as hereinbefore set forth; to execute and administer any trusts upon which property may be given to the corporation in furtherance and aid of the said purposes; and to sell and dispose of any property owned or held by it, or any part thereof, whenever the same or any part thereof can no longer be usefully applied to the purposes of said corporation, and of the trusts on which the same is held, and the proceeds thereof to hold and apply for the same purposes and upon the same trusts; to purchase or accept and hold any real estate in payment in whole or in part of any debt due to the corporation, and

to borrow money for the purposes of the corporation, and to secure the payment thereof by mortgage of its real estate or any part thereof; and to do any and all things proper and necessary to establish, conduct and maintain a college for the higher education of teachers; to establish by-laws and make all rules and regulations not inconsistent with the laws and constitutions of the State of Tennessee and the United States, deemed expedient for the management of corporate affairs; to elect or appoint a President, a Secretary, a Treasurer, and such other officers as the business of the corporation may require; to designate the name of the office and the qualification of the officer, and fix his compensation; *provided, however*, that no mortgage of any real estate of the corporation shall be valid if inconsistent with the trusts on which it is held, and unless authorized by the votes of two-thirds of the entire Board of Trustees and an order of the Court of Chancery.

The incorporators and their successors in office shall be called and known as "Trustees." This charter or these articles of incorporation, shall be subject to modification or amendment as prescribed by the constitution of this State. The main business of the corporation is to be conducted at the city of Nashville, in the county of Davidson, in the State of Tennessee.

*In Witness Whereof*, we, the undersigned, the incorporators above mentioned, hereby apply to the State of Tennessee, by virtue of the laws of the land, for a charter of incorporation for the purposes and with the powers declared in the foregoing instrument.

Witness our hands this the 30th day of September, 1909.

W. R. COLE,  
E. A. LINDSEY,  
EDWARD T. SANFORD,  
BOLTON SMITH,  
GEORGE N. TILLMAN.

STATE OF TENNESSEE,  
DAVIDSON COUNTY.

Personally appeared before me, P. A. Shelton, Clerk of the County Court, the within named W. R. Cole, E.

A. Lindsey, Edward T. Sanford, Bolton Smith, and George N. Tillman, the bargainors, with whom I am personally acquainted and who acknowledged that they executed the within instrument for the purposes therein contained.

Witness my hand at office this the 30th day of September, 1909.

(Seal)

P. A. SHELTON,  
*County Court Clerk.*

STATE OF TENNESSEE,  
DAVIDSON COUNTY.

Received for record the 30th day of September, 1909, at 10:35 o'clock, A.M., and recorded in Book 310, page 316, noted in Note Book 23, page 187.

WEST H. MORTON, *Register.*

By J. P. BYRNE, *Deputy Register.*

Date, Sept. 30, '09.

Fee \$3.00.

REC'D Tax.

Total \$3.00.

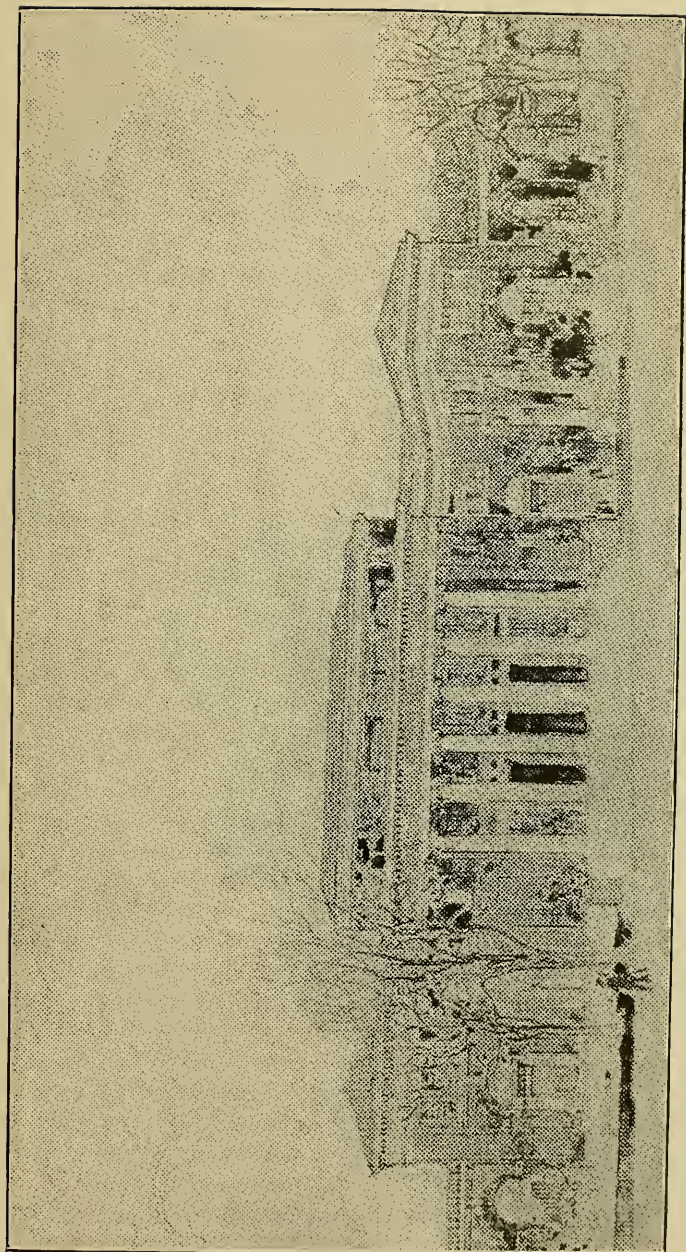
HALLUM W. GOODLOE,  
*Secretary of State.*

This meeting of the Incorporators and Trustees of George Peabody College for Teachers, after accepting the Charter of Incorporation from the State of Tennessee, proceeded to increase the number of Trustees to seventeen, in accordance with the list selected by the Peabody Board. The meeting then adjourned to convene in full session at Nashville on Tuesday, October 5, 1909.

The first meeting of the Board of Trustees of the College took place, as arranged, on October 5, 1909, and there were present eleven of the seventeen Trustees. The Board of Trustees adopted by-laws, elected officers, provided for maintaining "the present Peabody Normal College, of which the George Peabody College for Teachers is the successor, for the current collegiate year," and accepted the duties of the trust devolved upon them by adopting unanimously the following resolution:

The communication of Bishop William Lawrence, Chairman, of October 7, 1909, transmitting the report of the Committee of Six, made to the Board of Trustees of the Peabody Education Fund of June 10, 1909, and the said report having been presented to this Board, read and considered:





## 2. DOMESTIC ECONOMY BUILDING

The second to go up. Will contain class rooms and laboratories for the courses in home economics and the household arts. No. 14 on plan.



*Resolved, First,* That the trust as set forth in said report is accepted.

*Second,* That the said letter and report be spread upon the Minutes.

*Third,* That a copy of the Proceedings of this meeting be transmitted to the Board of Trustees of the Peabody Education Fund.

*Fourth,* That the President and Secretary are directed to acknowledge to Bishop Lawrence the receipt of said letter and report.

The College Trustees also authorized the Executive Committee to purchase suitable land for a site in accordance with the conditions of the deed of transfer from the Peabody Trustees. No very decisive policy could be instituted by the College Trustees at this time, because the County Court had on the previous day, as already recited, determined not to deliver the bonds to the College. During the afternoon session Mr. Tillman resigned and Judge Claude Waller was elected a trustee to fill the vacancy.

The unexpected delay was reported to the Peabody Board at its meeting October 8, 1909, together with the report of the Proceedings of the College Trustees on September 30, and October 5. Though everything seemed halted for the present, the Peabody Board showed its faith in the ultimate success of the enterprise by voting to delegate authority to the Chairman and Treasurer of the Board to deliver to the College Trustees as soon as practicable the instrument of conveyance and the several items of personal property in accordance with the resolutions of the Peabody Board.

There was much tense feeling in Nashville and a considerable newspaper war, but the composure of the Peabody Board, the restraint of the College Trustees, the unflagging faith of those who had been connected with the enterprise from its inception, prevented any thought of surrendering the project or considering failure for a moment.

At the height of this misunderstanding and violent expression of opinion, the Peabody Board in November, 1909, issued a pamphlet "The George Peabody College for Teachers—Steps leading up to its establishment. Statement of facts and of purposes by the Committee of Four for the Trustees of the Peabody Education Fund, and by the Executive Committee for the Trustees of George Peabody College for Teachers."

After a recital of the history of the Peabody Education Fund, of Peabody College, and of the movement for creating George Peabody College for Teachers, the Committee of Four conclude as follows (Pamphlet, p. 17) :

"The conclusions inevitably following from the foregoing statement of fact are these :

"1. The Trustees of the Peabody Education Fund, having decided that it was expedient to close their trust, desired to do so by using a large portion of the Trust fund to endow some educational institution which should be for the benefit of the entire South and which should, at the same time, serve as a signal and lasting tribute to the memory of the founder of the trust.

"2. Their investigations satisfied them that both purposes would be accomplished by the establishment at some central point of a college for the higher education of teachers for the Southern States.

"3. The Trustees were in no way committed to Nashville as the location for the proposed teachers' college.

"But they had long maintained there the 'Peabody Normal College,' an institution widely and favorably known and of great influence throughout the South ; partly through its influence Nashville had become an educational center ; here was the site of Vanderbilt University, among the first, if not the very first of Southern universities ; and, when the dissolution of the Peabody Trust was voted and the plan of the teachers' college became known, an intense sentiment developed, not only in Nashville and its vicinity, but throughout the State of Tennessee, for the establishment of the institution at Nashville—a sentiment which took practical effect in the shape of generous contributions of land and funds by the State, the county of Davidson, the city of Nashville, and the University of Nashville.

"For these reasons the Trustees fixed upon Nashville as the place for the teachers' college, stipulating that they would proceed with the organization of the college whenever the contributions to it from other sources than the Peabody Trust were placed in their hands.

"4. As respects the site of the proposed College in Nashville the Trustees, first, have always reserved to themselves absolute liberty of choice, and second, have always deemed it essential to the success of the college that there should be coöperation on the part of Vanderbilt University.



"By such coöperation was never meant and is not now meant any merger, nor even any affiliation. It contemplates nothing more than such arrangements between two independent institutions as shall avoid duplication of plants, of courses, and of instructors, as shall enable each of them, on terms and for considerations satisfactory to it, to supply the other with such educational facilities as the latter could secure for itself independently only at great and unnecessary expense. As there could be no effective coöperation of that sort unless the two institutions were located in immediate proximity to each other, part of the campus of Vanderbilt University, if that could be acquired, or, if not, then other land in the immediate vicinity of that campus, seemed to the Trustees to be the true site for the proposed college and has been fixed upon as such.

"That the Trustees have never lost the power to fix the site for the college, but have always insisted upon retaining it, is made perfectly clear by their refusal to accept the gift of Davidson County so long as the gift was conditioned upon the college being located upon land of the University of Nashville. In the same connection it is to be noted that the deed of the University of Nashville to the Trustees conveys its land and property absolutely and without any stipulation or condition as to the use of the same as the site for the Teachers' College.

"It only remains to add that, after the deed of the University of Nashville had been delivered and recorded, and after the funds contributed by the State, by Davidson County, and by the city of Nashville had been deposited in financial institutions to the credit of the Trustees, and the Trustees had been notified of such deposit, the Trustees in accordance with their promise, proceeded to organize the "George Peabody College for Teachers." They have been greatly surprised at the opposition since manifested in some quarters to the full execution of their plans, all the important features of which have been public property and matter of record for a long time. They are impressed with the conviction that such opposition must originate in misconceptions of their purposes and of the means by which they propose to carry them out, and they make this statement in the view and with the hope of correcting any such misconceptions. If such opposition should turn out to be inveterate and to involve the delays and uncertainties of protracted litigation, the Trustees must necessarily consider whether their entire scheme for the distribution of the Trust Fund must not be revised.



"Appreciating the assistance you have given the Trustees by consenting to act as Trustees of the proposed Teachers' College, and in the full belief that under your direction the college will, without any great delay, enter upon the career of usefulness intended for it, we are,

Very truly yours,

WILLIAM LAWRENCE, *Ch'm.*

SAMUEL A. GREEN,  
*Secretary of the Board of Trustees.*

RICHARD OLNEY,  
MELVILLE W. FULLER,  
*Committee of Four."*

At the beginning of the Pamphlet (pp. 1-3) from which the above quotations have been made, the Executive Committee of the College Trustees make an introductory statement as follows:

"There have arisen in some quarters uneasiness and mistrust in regard to the present status and the future development and administration of the George Peabody College for Teachers. It is charged and believed by some that relations between that institution and the Vanderbilt University have been proposed and will be established which will result either in the merger of the two, or in such close affiliation between them as will impair the independence of the George Peabody College for Teachers.

"As Trustees of the George Peabody College for Teachers, we feel and believe that the people of the State should be frankly advised of what is proposed and intended to be done about its establishment, organization and administration.

"With that object in view, the President of the Board of Trustees, and the Executive Committee of that Board, suggested to the Trustees of the Peabody Education Fund that they make a statement for publication of the facts leading up to the establishment of the George Peabody College for Teachers and its location at Nashville. This they have done, and we herewith submit it to the public.

"We call attention to the following declaration in the statement of the Trustees of the Peabody Education Fund bearing upon the proposed location of the George Peabody College for Teachers and its relations with the Vanderbilt University, to-wit: [As quoted above, p. 130.]

"Referring in their statement to the opposition which has de-

veloped to the execution of their plans for the establishment and organization of the college, they further say in their statement as follows: [As quoted above, p. 131.]

"As members of the Executive Committee of the Board of Trustees of the George Peabody College for Teachers, we appreciate the duties and obligations devolved upon us by our appointment. It is our purpose to faithfully execute the trusts with which we are charged, and in such manner as will carry into effect the plan of organization and administration of the College outlined in their statement by the Trustees of the Peabody Education Fund. We wish also to say that we will not lend ourselves to any attempt, if any should ever be made, to establish relations between the College and the Vanderbilt University which would result in a merger of the two institutions, or impair in the slightest the independence and separate autonomy of the College.

"The contributions of public funds to the College by the State, county, and city will be preserved and administered by us for the purposes for which they were made, and for none other.

"It will be our earnest endeavor to administer the affairs of the College in such manner as will establish an educational institution which will be one of permanent usefulness, and meet with the approval of the public authorities and the people of Tennessee.

EDWARD T. SANFORD,  
*President Board of Trustees.*

JAMES C. BRADFORD, *Ch'm.*

W. R. COLE,

CLAUDE WALLER,

A. H. ROBINSON,

E. A. LINDSEY,

*Executive Committee."*

Besides the quotations and the summary of contents given above, this Pamphlet of November, 1909, contained in an appendix most of the report of the Committee of Three made to the Peabody Board October 3, 1906; and it also contained the full report of the Committee of Six made to the Peabody Board on June 10, 1909.

As soon as the County Court acted favorably in January, 1910, a meeting of the Peabody Board was called which took place at Washington, January 31, 1910. At this meeting the Committee of Four reported that no conveyance of property had been made

to the College owing to the adverse order of the Davidson County Court. The Committee expressed gratified surprise at the reconsideration by the County Court and congratulated all concerned on removing the misapprehension, both as to the past action of the Board and as to its aims and objects in establishing Peabody College on the proposed site in proximity to Vanderbilt University. The Committee, therefore, recommended the adoption of the following vote:

*Voted*, That this Board accepts the action of the Davidson County Court of January 6, 1910, shown by its vote of that date, copy of which is hereto annexed, as a compliance with the conditions set forth in the resolutions of this Board of January 24, 1905; and that the Treasurer of the Board is authorized and directed to receive the \$100,000 of Davidson County Bonds specified in said vote and to deliver the same to the George Peabody College for Teachers simultaneously with the delivery to said College of the money and securities contributed to said College by this Board, by the City of Nashville, and by the State of Tennessee and simultaneously with the delivery to said College of the deed of trust of the tenor and in the terms shown by draft of deed annexed to vote of this Board of June 10, 1909. (Proceedings, January 31, 1910, page 11.)

During the discussion of this report and before the adoption of the vote, Hon. J. M. Dickinson, the Secretary of War and a Trustee of Peabody College, and Mr. James E. Caldwell, President of the Nashville Board of Trade, gave their views, by invitation of the Board, on several matters contained in the report. A vote of thanks was passed to Mr. Dickinson and Mr. Caldwell for their courtesy in appearing before the Board.

The deed of conveyance was read and adopted in the words and figures following, with the certificates as added later when executed and delivered for transmission to the College Trustees:

#### DEED OF TRUST.

The instrument of conveyance on the part of the Trustees of the Peabody Education Fund to the George Peabody College for Teachers was presented by Bishop William Lawrence, at the meeting of the Trustees of the Peabody Education Fund, January 31, 1910, and was then executed in words and figures as follows:

KNOW ALL MEN BY THESE PRESENTS, That the Trustees of the Peabody Education Fund, a corporation duly established under the laws of the State of New York, in consideration of one dollar to it paid, the receipt whereof is hereby acknowledged, and of other valuable considerations, hereby bargains, sells, transfers, and conveys to the GEORGE PEABODY COLLEGE FOR TEACHERS, a corporation duly established under the laws of the State of Tennessee, the following described real and personal property, to-wit:

(1) A certain parcel of land, with the buildings and appurtenances occupied and used by the Peabody Normal College, containing sixteen (16) acres more or less, lying in Nashville, Davidson County, Tennessee, and being the same premises conveyed to the grantor by the University of Nashville by deed dated the sixth day of December, A. D. 1907, and recorded in the Register's Office, State of Tennessee, Davidson County, in Book 372, page 560.

(2) One million dollars (\$1,000,000) of the principal of the Peabody Education Fund invested in the following described securities, to-wit:

\$446,000 United States Steel Corporation.

Ten sixty year 5 per cent. Sinking Fund Gold Coupon Bonds.

\$500 United States Steel Corporation.

Registered Bonds, principal due April 1, 1963, interest payable May 1 and November 1.

\$300,000 Northern Pacific Great Northern.

Four per cent. Joint C. B. & Q. Collateral Coupon Bonds, principal due July 1, 1921, interest payable January 1 and July 1.

\$100,000 The Chesapeake and Ohio Railway Co.

General Mortgage 4½ per cent. Gold Bonds of 1892, principal due March 1, 1992, interest payable March 1 and September 1.

\$125,000 The Chesapeake and Ohio Railway Co.

General Funding and Improvement Mortgage 5 per cent. Gold Bonds, principal due January 1, 1929, interest payable January 1 and July 1.

(3) Bonds of the County of Davidson of the par value of one hundred thousand dollars (\$100,000) received from said county;

(4) Bonds of the City of Nashville of the par value of two hundred thousand dollars (\$200,000) received from said city;

(5) Two hundred and fifty thousand dollars (250,000) in cash received from the State of Tennessee.

TO HAVE AND TO HOLD the said real and personal property to the said GEORGE PEABODY COLLEGE FOR TEACHERS and its successors for the use and benefit of a college for the higher education of teachers for the Southern

States to be established and located in Nashville in the State of Tennessee either upon the campus of Vanderbilt University or upon land in immediate proximity thereto and in accordance with the terms and upon the trusts set forth in the resolutions of the grantor of 24 January, 1905, and recited in an act of the Legislature of Tennessee, entitled, "An Act to secure the establishment in Nashville in the State of Tennessee of a college for the higher education of teachers for the Southern States by the appropriation therefor of money out of the Treasury of the State," and approved 5 February, 1909, and upon the specific trusts following, to-wit:

(1) The said sixteen (16) acres of land conveyed by the University of Nashville is to be held, used and disposed of upon the terms and for the purposes set forth in the charter of said George Peabody College for Teachers;

(2) Said one million dollars (\$1,000,000) conveyed by the Trustees of the Peabody Education Fund are to be held as a permanent fund, only the net income of which is to be applied to the maintenance of said George Peabody College for Teachers;

(3) Said bonds of the County of Davidson are to be held, used and disposed of pursuant to its vote of 6 July, 1908, copy thereof being as follows:

*Whereas*, It appears that the Peabody College for Teachers is not ready to apply for and receive the one hundred thousand dollars (\$100,000) in bonds heretofore voted, and has asked that the time for their issuance be extended to the first day of January, 1910;

*Therefore*, It is resolved by the County Court of Davidson County, Tennessee, in regular quarterly session assembled, and a quorum being present, when the conditions hereafter stated have been fully complied with, there shall be issued and delivered to the Board of Trustees of the Peabody Education Fund, or their assigns, one hundred thousand dollars (\$100,000) of the interest bearing bonds of Davidson County, Tennessee.

Said bonds shall be issued in pursuance of the power conferred upon said county by the act of the General Assembly of the State of Tennessee, passed and approved on the 17th day of April, 1905. They shall be in the denomination of one thousand dollars (\$1,000) each payable twenty (20) years after date, but redeemable at the option of the County Court, five years after date, upon thirty days' notice. They shall bear interest from their date at the rate of 4 per cent per annum, payable semi-annually, for the payment of which interest coupons shall be attached. Said bonds shall be executed by the manuscript signatures of the judge and clerk of this court, with the seal of the court affixed, and said coupons shall be executed with the lithograph signature of the judge. Said bonds and interest shall be payable in Nashville, Tennessee.

Said bonds shall be issued and delivered whenever said Board of Trustees shall, by proper action, on or before the 1st day of January, 1910, decide to permanently locate in or near the city of Nashville, Tennessee, the Peabody College for Teachers, and shall within said time decide to



endow said institution with not less than one million dollars (\$1,000,000) of permanent endowment, which action said Board shall evidence by a properly certified copy of the official record thereof, upon receipt of which said judge and clerk shall deliver said bonds and coupons to said Board, or to some person duly authorized to receive same;

and pursuant to the further vote of the county of Davidson of January 6, 1910, copy of which is as follows:

*Whereas*, the State of Tennessee, Davidson County, and the city of Nashville offered to donate the sum of \$500,000 in the aggregate to the Peabody College for the higher education of teachers in the event that the Trustees of the Peabody Fund would locate the college at Nashville and donate one million dollars of the fund in their hands as Trustees to that purpose—the county of Davidson having donated \$100,000 of said \$500,000 in bonds; and

*Whereas*, the Trustees of said fund have signified their willingness to locate the college at Nashville; and

*Whereas*, some dissatisfaction has been expressed at the selection of said site and the county urged to withhold or delay the delivery of said bonds; and

*Whereas*, it is the opinion of the Justices of the Court, that the reasons which have been given for the location of the said college as is proposed, are sound and good, and evince careful consideration of the matter by the Trustees of the Fund; and

*Whereas*, the question should be determined by considering the benefits and advantages to be derived from location of the college at Nashville, to the community as a whole, and not the special advantages to the inhabitants of any particular part of the city; and

*Whereas*, it is important that the attitude of the county of Davidson with respect to the matter should be determined without further delay, it is therefore accordingly

*Resolved and Ordered*, while there is a difference of opinion as to the location of the said college at or near Vanderbilt University, nevertheless that location is accepted as a compliance with the original understanding and that the said \$100,000 of bonds be delivered to the Peabody College for the higher education of teachers or other persons authorized to receive the same, whenever the said one million dollars are paid over to or for the use of the said college.

(4) Said bonds of the city of Nashville are to be held, used and disposed of “for the erection of buildings or providing equipments or for the increasing of the permanent endowment” for the said George Peabody College for Teachers pursuant to a vote of said city of 11 August, 1904; approved 13 August, 1904.\*

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[\*These are dates of action by City Council and Mayor; the vote of the people ratified this action on November 8, 1904.—C. E. L.]

(5) Said two hundred and fifty thousand dollars (\$250,000) in cash received from the State of Tennessee are to be held, used and disposed of for "the establishment, support, maintenance and use" of said George Peabody College for Teachers pursuant to the act of the Legislature of Tennessee hereinbefore mentioned.

The Trustees of the Peabody Education Fund hereby covenant and agree that it will warrant and forever defend the title to said lands to the George Peabody College for Teachers against the lawful claims of all persons claiming under and through it (the Trustees of the Peabody Education Fund), but no further or otherwise.

IN WITNESS WHEREOF, the Trustees of the Peabody Education Fund, by its Chairman and Treasurer, thereunto duly authorized, has caused the seal of said corporation to be hereto affixed, and these presents to be executed in its name and behalf this thirty-first day of January, 1910.

(SEAL)

MELVILLE W. FULLER,  
*Chairman.*

J. PIERPONT MORGAN,  
*Treasurer.*

SAMUEL A. GREEN, *Secretary.*

CITY OF WASHINGTON,  
DISTRICT OF COLUMBIA.

Before me, Albert W. Sioussa, a notary public in and for the District of Columbia aforesaid, personally appeared Melville W. Fuller, with whom I am personally acquainted and who upon oath acknowledged himself to be the Chairman of the Trustees of the Peabody Education Fund, the within named bargainor, a corporation, and that he as such Chairman, being authorized so to do, executed the foregoing instrument for the purpose therein contained, by signing the name of the corporation by himself as Chairman.

And also personally appeared J. Pierpont Morgan, with whom I am personally acquainted and who upon oath acknowledged himself to be Treasurer of the within named bargainor, a corporation, and that he as such Treasurer, being authorized so to do, affixed the seal of the said corporation to the foregoing instrument to execute the same for the purpose therein contained, and that he attested the same as such officer of said corporation; and that the seal thereto affixed is the genuine seal of said corporation.

WITNESS my hand and seal at office in Washington, District of Columbia, this the 31st day of January, 1910.

My commission expires on the 27th day of May, 1910.

(SEAL)

ALBERT W. SIOUSSA.

STATE OF TENNESSEE,  
DAVIDSON COUNTY.

Received for record the 2nd day of February, 1910, at 8:15 o'clock A. M., and recorded February 3, 1910, in Book 371, page 445, noted in Note Book —, page —.

WEST H. MORTON, *Register.*  
By J. P. BYRNE, *Deputy Register.*

On motion of Mr. Choate at this same meeting of January 31, 1910, it was

*Voted*, That the organization of the George Peabody College for Teachers having been perfected, as required by the laws of Tennessee and the resolutions of this Board, the Chairman and Treasurer of this Board are hereby authorized to execute and deliver to said corporation the instrument of conveyance, which has now been read and entered in the minutes, simultaneously with the delivery to the George Peabody College for Teachers of the several items of personal property required to be delivered to it under the resolutions of this Board of 24 January, 1905; and if desired by said corporation, also to execute and deliver to said corporation a separate deed of conveyance of the land and buildings first described in said instrument.

On motion of Bishop Doane it was

*Resolved*, That the Board puts on record its sense of gratitude to the four members who have been chiefly instrumental in securing this final conclusion of a long and vexed discussion as to the gift of one million dollars to the George Peabody College for Teachers. The result reached today, by an almost unanimous vote, is due to the clear headed and courageous persistence of the Treasurer, to the able and earnest legal ability of Messrs. Choate and Olney (whose absence from this meeting is greatly regretted), and to the painstaking and personal devotion of Bishop Lawrence.

The perplexing question of securing proper land to meet the views of the Trustees as to site caused several changes in phrasing, as will be shown by the following resolutions. The first deed of conveyance was submitted by the Committee of Six on June 10, 1909. At the meeting of October 8, 1909, when the Committee of Four reported, Mr. Choate, in view of the developments at Nashville, moved and it was

*Voted*, To change the phraseology of the Deed of Trust to be made by the Board to the George Peabody College for Teachers by striking out the word "either" in the habendum clause of the Deed and substituting "and" for "or"—so that said clause will read as follows:

*"To Have and to Hold,* The said real and personal property to the said George Peabody College for Teachers and its successors, for the use and benefit of a college for the higher education of teachers for the Southern States, to be established and located in Nashville in the State of Tennessee upon the campus of Vanderbilt University and upon land in immediate proximity"—said alterations being in the sixth and seventh lines of the habendum clause of the draft of deed annexed to the report of the Committee of Six as printed by the Secretary of the Board. (Proceedings, October 8, 1909, p. 49.)

The original reading of the deed was restored on motion of Mr. Choate when (Proceedings, January 31, 1910, p. 12) it was

*Voted,* That the vote to change the phraseology of the Deed of Trust to be made by the Board to the George Peabody College for Teachers by striking out the word "either" in the habendum clause of the Deed and substituting "and" for "or"—as passed at the last meeting of the Board, on October 8, and printed in the Proceedings (page 49)—be and is hereby rescinded.

The Trustees of the Peabody Education Fund had now brought to a successful conclusion a project begun by them in a formal way at their meeting of October 1, 1902, nearly eight years before. Henceforth the College Trustees were to be charged with the larger responsibility for the management of Peabody College, aided it is hoped by the active coöperation of the Peabody Board and all those who remember gratefully the unparalleled influence exerted on Southern education by the Peabody Education Fund.

### XIII. READJUSTMENT OF PEABODY COLLEGE TO SOUTHERN CONDITIONS.

As the discussion for the development of Peabody College progressed, there grew up a constantly increasing conviction that the possibilities inherent in the idea of a Central Teachers College for all the South were larger than had at first been supposed. At the beginning of this agitation, the friends and Alumni of the Peabody Normal College still thought of it in terms of its past and as a well known educational institution at Nashville. But soon a wide

circle of supporters, composed of the leading educators and publicists of the South, lent their assistance, and a broader outlook for the College began to take shape, with a new statement of its future sphere of usefulness. At first, permanency for the already existing College was aimed at, though a reorganization with additions was felt to be necessary; but later it was seen that a very thorough transformation was necessary, if the College was completely to meet the changing conditions of Southern education. For fifteen years the remarkable awakening of interest in Southern education has been one of the most inspiring developments seen in any country, or in any period. To keep pace with this rapid development and to find the proper sphere among the many parts of the school systems in the South, would call for superb wisdom, fine constructive leadership, and generous sums for endowment.

When this stage of the discussion had been reached an interest in the plans for Peabody College, because of its promise to fill an important place in a comprehensive educational scheme, sprang up all over the country, among those who were interested in promoting Southern education. The Peabody Education Fund, the Southern Education Board, the Conference for Education in the South, the General Education Board, if not through official channels, yet through persons connected with these Boards, united in declaring for the desirability of such an institution.

In the earlier stages of the program outlined by the friends of Peabody College, Nashville and the Peabody Board were together in their efforts to enlarge the College and properly endow it.

By its resolutions of October 1, 1902, the Peabody Board fell in line with the aspirations of the Alumni for the College and encouraged the citizens of Nashville. The resolution of January 29, 1903, which expressed the wish of the Peabody Board to establish and maintain a Teachers College somewhere in the South (not necessarily at Nashville) called a halt to take a wider survey of the field and shifted the emphasis from Nashville to the whole South. Educational thinkers gave their assent to the general scheme as a highly desirable enterprise, but many doubts were expressed about the proper location and the character and scope of the proposed institution. In fact, there was a rather general feeling that the Peabody Normal College had run its course, had served its generation well, it is true, but had finished its work and was no longer needed. It was argued that the State Normal Schools, which had developed so wonderfully, many of them



having come to possess a larger faculty and resources, made it unnecessary to continue Peabody Normal College. It was felt in many quarters that Peabody College should look to the State of Tennessee and reshape itself into a State Normal School. To this argument the friends of the College made answer that they were genuinely anxious to have the College reshape itself, but that the logical transformation was into a higher and broader central Teachers College for all the South, which was merely a historic development in line with all its previous career.

This was the state of things during 1902 and 1903. Out of this criticism of the movement grew a general discussion from many angles over the whole Peabody territory. The question was on the best application of the Peabody money. The Trustees of the Peabody Education Fund with impartial thoroughness scrutinized the factors of the task which they had already set themselves and investigated most searchingly every possible argument for and against their proposal. An elaborate paper, presented to them at their meeting of October 8, 1903, argued to the Trustees that the money under their control would serve its best purpose by being used for stimulating rural education in all the Southern States. It was suggested that this could be done most effectively by employing on a larger scale the fine campaign methods which had been so successfully used in stimulating local taxation and in awakening educational activities in certain states. But the Peabody Board adhered to their conviction that the best possible use to make of their funds would be the permanent establishment of George Peabody College for Teachers at Nashville or elsewhere. This idea prevailed, therefore, not without much struggle and tribulation. It prevailed after meeting the test of a substantial financial demand upon Nashville, and after breasting the opposition of strong educational arguments for a different plan.

Events rapidly gave Nashville the lead in the contest for location, which was definitely settled by the Peabody Board's resolutions of January 24, 1905.

But even after the permanent establishment and endowment of George Peabody College for Teachers at Nashville became assured, in 1905, there was still left unsettled the exact form which the College was to have after being reorganized and readapted to its new and larger sphere. The precise nature and scope of this reorganization had not been foreseen and now became a necessary consideration. Closely connected with this was

the exact location of the College in Nashville. From the first a new site was contemplated, and now the choice of this site became a pressing question.

Expert advice had been sought at the outset. President Porter in 1902 obtained a visit to Peabody College from Dean James E. Russell of Teachers College, Columbia University, and from Dr. Wallace Buttrick, Secretary of the General Education Board. These two gentlemen were present at a meeting of the faculty of Peabody College, which discussed very earnestly a plan for the complete reorganization of the College in all its educational activities, so as to secure the higher professional training of teachers. These two gentlemen very patiently entered into this discussion with the members of the faculty, very frankly criticised certain features of the plan suggested, and very generously gave their approval to certain other features. Their visit and their criticisms were altogether helpful and stimulating, as much for the faults pointed out as for the commendable features which they discovered and approved.

The Peabody Board also, through committees and the advice of experts, was giving diligent study to the question. Their resolutions and findings are given fully in Section V, above.

The Committee of Five, appointed January 29, 1903, consisted of Dr. Gilman, Mr. Olney, Mr. Hoar, Mr. Morgan and Mr. Smith. A year later, January 28, 1904, the Committee was enlarged by adding Judge Fenner to it and instructed to continue its investigations in the interest of defeating any possibility of hasty action. The Peabody Board stood firm in its determination to have full light before reversing a most vital feature in its previous policies.

This Committee of Six instituted well planned investigations and gathered important data, which built up bit by bit not only the abstract proof of the value of a Central Teachers College as the best use of their funds, but also showed in a new and concrete way the value of the Peabody Normal College as a basis already built and as the embodiment of powerful pedagogical forces already in existence, capable of starting and carrying forward such an institution.

In May, 1904, Professor Wickliffe Rose was elected Dean of Peabody College and was put in charge of the enterprise, as the representative of the College and all the Nashville claims. Much additional data on the problem was gathered by him and freely put at the disposal of the Committee of Six, which made, through

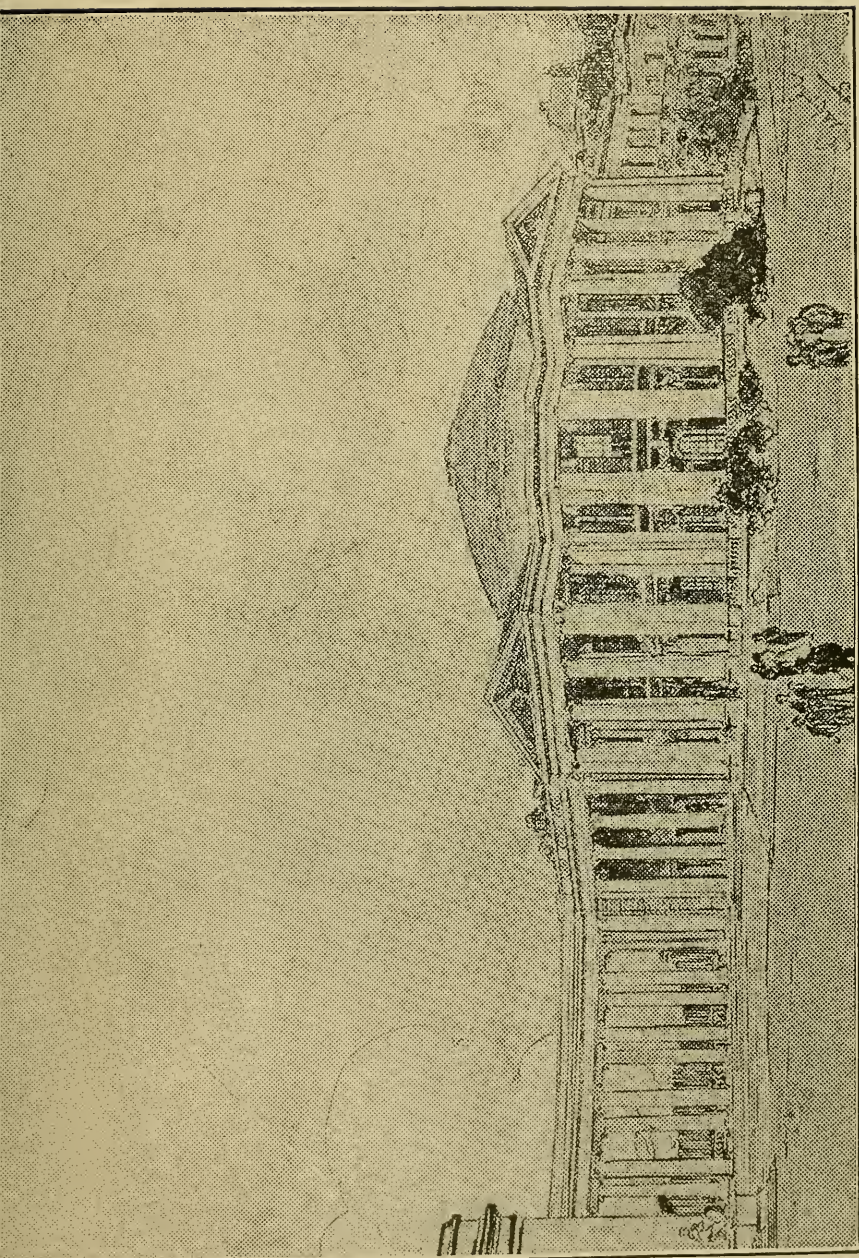
Judge Fenner, an elaborate report at the meeting of January 24, 1905, and secured the passage of the decisive resolutions fixing the well known conditions for the establishment at Nashville of George Peabody College for Teachers as the successor of the Peabody Normal College.

And now came those other necessary questions, to which reference has been made above. What form should this reorganization of the College take, and on what site should the College be located? During this year the Committee of Six made an extensive study of the educational needs of the entire South, especially as it related to the service which the Teachers College should render, but Dr. Gilman of the Committee of Six did not present a report at the meeting of October 4, 1905, but offered the following resolution, which was duly passed:

*Resolved*, That it is important to engage the services of one or more qualified persons, to study and report to this Board on the conditions of Southern Education, particularly with reference to the future employment of this Fund; and that a special Committee of Three persons be appointed by the Chairman, who shall have the authority from this Board to select such an agent or agents, and compensate him or them for services rendered,—the work to be carried on under the coöperation of the General Agent.

In accordance with this resolution, Dr. Wallace Buttrick, of the General Education Board, was requested to serve with this special Committee of Three, which consisted of Dr. Gilman, Mr. Jesup, and Judge Fenner. The Committee continued the work of investigation already begun into the conditions and needs of Southern Education, and Dr. Gilman made a report for the Committee at the meeting of October 3, 1906, which immensely helped the whole movement forward. This report embodied the work of all the persons who have been named in the Committees of 1903, 1904, and 1905, and had the additional advantage of the data collected by Professor Wickliffe Rose and the final help of Dr. Wallace Buttrick in the actual preparation of the report. Dr. Gilman's report was made in writing, which was ordered typewritten and a copy sent to each member of the Board. Though not made public at the time, it has since been published and is given as Section XI, above. The ideas thus presented to the Board in 1906 became a controlling purpose from that time on.





### 3. WOMEN'S DORMITORY

First in a group of residence halls for women. These will not be huge dormitories, but of moderate size and tasteful design, conducive to the atmosphere of a refined home. No. 26 on plan.





The two fundamental conceptions thereafter were to establish George Peabody College for Teachers as an independent institution on its own foundation, with its own traditions; and, secondly, to locate the institution in proximity to Vanderbilt University, so as to work out in the future some feasible scheme of affiliation.

These ideas were strongly urged in this report and furnished henceforth a new starting point for all the discussions of the Board. The report, now given in full in the Proceedings of the Peabody Education Fund, November 1, 1911, pages 36-69, argues at length and with vigor for three things:

1. The immense value of a central Teachers College for the whole South;
2. The wisdom and the bright prospects for building such an institution at Nashville, and for carrying out the proposals contained in the Board's resolutions of January 24, 1905;
3. A plan for the final disposition of the Funds in the hands of the Peabody Board, so as to give a large additional amount to the proposed George Peabody College for Teachers, in furtherance of its claims to larger and more nearly adequate support, so as to meet the demands of its larger sphere.

These recommendations grew out of a fuller discussion of the necessary relation of a central Teachers College to Southern education as a whole. The previous investigations of the Peabody Board had led them to the definite acceptance of Peabody College and Nashville as the proper foundation for the proposed Teachers College. A serious obstacle met them in the legality of their right to donate one million dollars of the corpus of the Fund until it was first voted to dissolve the Trust. The Committee of Six had met in Washington on June 4, 1904, and heartily espoused the proposition to establish the College at Nashville on the foundation of the existing institution, but when Dr. Gilman reported the views of this Committee at the meeting of the Board on November 2, 1904, this legal obstacle was found a bar to further progress. This was completely brushed aside by the action of January 24, 1905, when the Board voted to contribute the one million dollars to the College and to dissolve the Trust. By patient and careful progress the Board had gone from one step to the next and had laid the basis for final consummation.

The report of the special Committee of Three, therefore, began a struggle from a new point of view. The readjustment of Peabody College to all the educational forces at work in the South, a right form of reorganization, a new and larger educational policy for the College had now to be earnestly considered. The tangle which had, because of so many contributing forces, at times threatened to become hopeless, was considerably put to rights by the definite and far-reaching suggestions of this report of the Committee of Three, so that another step forward was possible.

There were, however, other difficulties and problems. Some were of a minor nature, others threatened to become fatal to the whole enterprise. But the Trustees had fought their way through to a sureness of vision, which henceforth acted as a tonic and prevented any faltering. A vista had been opened up, in whose fine distances all the unwelcome details of small jealousies faded from view.

In the abstract and during the early days of this movement it had been thought sufficient to follow more or less the plans already in operation in Peabody College at that time. But when the problem was attacked concretely and as one relating to the whole South and connecting with all the influences and needs in Southern Education, George Peabody College for Teachers was seen to involve so many activities and adaptations, that vast sums of money would be needed to make them effective. The idea more and more forced itself upon all the promoters of this enterprise, that Peabody College must either develop into a university itself, or form some educational alliance which would give it the equivalent of such an institution. The Peabody Board felt it unwise to attempt the former and came to the conclusion that it would be highly advantageous to utilize at Nashville all the facilities of Peabody College and those of Vanderbilt University in some sort of coöperative scheme. This report of the Committee of Three and Dr. Wallace Buttrick shows how valuable an educational group could be made of these two units, and it also attempts to put down in dollars and cents the large sums which would be saved and the wasteful duplication which would be avoided by such an arrangement. Henceforth, the policy of reorganizing Peabody College so as to provide for coördinate affiliation with Vanderbilt University became a settled fact in the minds of the Trustees, as proved further by the report of their Legal Committee on February 20, 1907; see above, p. 86.

The next question was that of site. Along with this report of the special Committee of Three was submitted a budget of expenses, indicating the scope on which it was proposed that the Teachers College should begin its new era. There was also submitted a sketch showing a location for the College in juxtaposition to Vanderbilt University. This budget and this sketch were, of course, considered only tentative, and were meant merely to suggest possibilities, but at the same time there was such a concreteness about the whole report, that the earnest arguments of a more abstract nature along this same line now became a settled conviction.

These changing proposals of the Peabody Education Board in carrying out their intentions to establish the George Peabody College for Teachers in accordance with their resolutions of January 24, 1905, have seemed to some friends of the movement to indicate temporary vacillation. They are in reality the result of conscientious study given to the subject from every point of view, both from inside the Board and under their direction by all legitimate and worthy outside sources. When the conclusion was reached that the function of the Peabody College was to serve the higher ranges of the professional training of teachers, and should attempt to send forth educational publicists and experts for leadership in educational statecraft, it became necessary to secure the advantages of far larger educational facilities than the College or the Peabody Board could hope to command in any reasonable length of time. It became necessary, therefore, to make common cause with all the forces for higher education in Nashville. The Trustees were not changing their point of view at random, but by study and investigation were gaining a certainty of grasp on the many problems which confronted them. In the particular question of proximity of Peabody College to Vanderbilt University and its coördinate affiliation therewith, their change in purpose was not in the interest of bringing about a special relation between Peabody College and Vanderbilt University, but to insure a wider usefulness and more vital relation of Peabody College to all the educational interests of the whole South.

#### XIV. THE PERSONNEL OF THE PEABODY BOARD.

Aside from the remarkable administration of the Peabody Trust and its unmatched influence on the course of Southern education, the Founder of this Board and the Trustees who administered it have become almost household words, not only in the territory covered by the operations of the Board, but throughout the United States and abroad. It was a memorable gift that Mr. Peabody put into their hands and it was a most distinguished body of men who acted as his Trustees. The wisdom and earnestness with which they performed their duties show that they were not merely acting as the trustees of Mr. Peabody's money, but as the inheritors of his whole-hearted philanthropy. A short sketch of Mr. Peabody's life and some statement about the services of his Trustees seem appropriate in connection with the fast approaching dissolution of the Trust.

George Peabody was born February 18, 1795, five miles northwest of Salem, Mass., in what was called South Danvers until 1855, then Danvers, and since 1868 known as Peabody. His parents were humble but respectable, of a family originating from St. Albans, England. As a boy he attended the common village school for a short time, but at eleven was apprenticed to a grocer. He was employed in several small positions about this time and on one occasion paid for a night's entertainment in Concord, N. H., by sawing wood next morning. At sixteen he was a clerk in a dry goods store of his brother David, who soon failed in business. Consequently, in May, 1812, he went to Georgetown, D. C., where he and his uncle engaged in business. At the age of nineteen he became a partner with Mr. Elisha Riggs, who furnished the capital and young Peabody the business sagacity. In 1815 the house of Riggs & Peabody was removed to Baltimore and branch houses were established in Philadelphia and New York. In 1827 Mr. Peabody first visited England, where he permanently established himself in 1837 as a merchant and money broker. He had been left head of the firm by the withdrawal of Mr. Riggs in 1829. In London he amassed a great fortune in connection with his enterprises in America and gained the respect of the entire English speaking world, both for character and business shrewdness.

Mr. Peabody's first large public benefaction was bestowed upon his native town of Danvers in 1852 at the time it was holding its



bi-centennial celebration. Mr. Peabody was not able to be present, but sent a sealed envelope which was opened at the dinner and on it was found: "Education. A debt due from present to future generations." These memorable words are inscribed upon the seal of the Peabody Education Fund and upon that of George Peabody College for Teachers. In 1856 Mr. Peabody revisited his native land and received notable hospitalities wherever he went, the crowning one of which occurred on October 9 at his native town. During this visit he bestowed numerous large gifts upon several enterprises at Danvers, and gave money to found the Peabody Institute at Baltimore. A list of his benefactions includes donations to Kenyon College, Ohio; the Massachusetts Historical Society, Yale University, Harvard University, the Peabody Museum of American Archaeology and Ethnology, Washington and Lee University, and many smaller gifts. The principle on which he sought to distribute his wealth is summed up in these words of his: "I have not sought to relieve pauperism, but to prevent it."

Mr. Peabody was a thorough American, but a man of his liberal view and bigness of character could be a citizen of two continents. On March 12, 1862, he attested his gratitude to the people of London by making a gift similar to those already bestowed in America. He donated £150,000 "to ameliorate the condition of the poor and needy" of London. In 1866, 1868, and 1873 he made additions to this fund until it reached £500,000. The total value of the fund on December 31, 1896, had risen to £1,198,126. Mr. Peabody's benefaction finds expression in London in a group of clean, neat cottages for the artisan and laboring poor of the metropolis, in which at the end of 1895 were contained nearly 12,000 rooms, besides bathrooms, laundries, and lavatories, occupied by about 20,000 persons.

The greatest gift of Mr. Peabody was the one which originated the Peabody Education Fund and made possible Peabody College. In 1851 in writing to Mr. Corcoran he expressed the intention of making liberal gifts *at home*. He and Mr. Robert C. Winthrop had long conversations on this subject. When he unfolded his designs to Mr. Winthrop, the latter was filled with admiration at the sublime magnitude of his purposes. With that genuine simplicity so characteristic of him, Mr. Peabody said: "Why, Mr. Winthrop, this is no new idea to me. From the earliest years of my manhood I have contemplated some such disposition of my property; and I have prayed my Heavenly Father, day by day,



that I might be enabled, before I died, to show my gratitude for the blessings which he has bestowed upon me, by doing some great good to my fellowmen."

In May, 1866, he again consulted Mr. Winthrop, and on the 3d day of October of that same year "he read to me privately that long schedule of appropriations for education, science and charity which soon afterwards delighted and thrilled the whole community." When Mr. Peabody came to the last item he said: "You may be surprised when you learn precisely what it is; but it is the one nearest my heart and the one for which I shall do the most, now and hereafter." He then read to Mr. Winthrop the rude sketch of the endowment for Southern education, which was later put into the formal instrument bearing date of February 7, 1867. A full account of this first letter of Mr. Peabody has been given in Section I.

Mr. Peabody was in this country for the last time in 1869, when it was the good fortune of the Peabody Board to have him present at their meeting of July 1. He gave into their charge on that occasion a second million of dollars, with the memorable words which Dr. Sears says are worthy to be rung in the ears of the Nation: "This I give to the suffering South, for the good of the whole country." He sailed for Liverpool on September 29 and died in London on November 4, 1869. His remains rested in state a few days in Westminster Abbey, were brought to the United States in the Monarch by order of the Queen, accompanied by the U. S. Ship of War, Plymouth. His remains were buried, agreeably to his own wish, in his family tomb, in Harmony Grove Cemetery in Danvers on the 8th of February, 1870, just three years after the organization of the Peabody Education Fund. (Proceedings, Vol. I, p. 150.)

The names of the Trustees of the Peabody Education Fund, their terms of service, as shown by dates of election and death or resignation, together with the names of the Chairmen and the General Agents of the Board, are here appended:

TRUSTEES OF THE PEABODY EDUCATION FUND AS ORIGINALLY APPOINTED  
BY MR. PEABODY FEBRUARY 8, 1867.

Hon. Robert C. Winthrop, Massachusetts.....	1867-1894, 27 years
Hon. Hamilton Fish, New York.....	1867-1892, 25 years
Right Rev. Charles P. McIlvaine, Ohio.....	1867-1873, 6 years
Gen. U. S. Grant, United States Army.....	1867-1885, 18 years
Admiral D. G. Farragut, United States Navy.....	1867-1871, 4 years

Hon. Wm. C. Rives, Virginia.....	1867-1868,	1 year
Hon. John H. Clifford, Massachusetts.....	1867-1876,	9 years
Hon. Wm. Aiken, South Carolina.....	1867-1887,	20 years
Hon. Wm. M. Evarts, New York.....	1867-1901,	34 years
Hon. Wm. A. Graham, North Carolina.....	1867-1875,	8 years
Charles Macalester, Esq., Pennsylvania.....	1867-1873,	6 years
George W. Riggs, Esq., Washington.....	1867-1881,	14 years
Samuel Wetmore, Esq., New York.....	1867-1885,	18 years
Edward A. Bradford, Esq., Louisiana.....	1867-1870,	3 years*
George N. Eaton, Esq., Maryland.....	1867-1874,	7 years
George Peabody Russell, Esq., Massachusetts.....	1867-1883,	16 years*

TRUSTEES CHOSEN IN ACCORDANCE WITH MR. PEABODY'S LETTER  
CREATING THE TRUST.

Hon. Samuel Watson, Tennessee.....	1869-1877,	8 years
Hon. A. H. H. Stuart, Virginia.....	1871-1889,	18 years*
Gen. Richard Taylor, Louisiana.....	1871-1877,	6 years
Surgeon-Gen. Jos. K. Barnes, U. S. Army.....	1873-1883,	10 years
Chief-Justice Morrison R. Waite, Washington, D. C.....	1874-1888,	14 years
Right Rev. Henry B. Whipple, Minnesota.....	1874-1901,	27 years
Hon. Henry R. Jackson, Georgia.....	1875-1889,	14 years*
Col. Theodore Lyman, Massachusetts.....	1876-1888,	12 years*
Hon. Rutherford B. Hayes, Ohio.....	1877-1893,	16 years
Hon. Thomas C. Manning, Louisiana.....	1880-1893,	16 years
Anthony J. Drexel, Esq., Pennsylvania.....	1881-1893,	12 years
Hon. Samuel A. Green, Massachusetts.....	1883-	
Hon. James D. Porter, Tennessee.....	1883-1912,	29 years
J. Pierpont Morgan, Esq., New York.....	1885-	
Hon. Grover Cleveland, New Jersey.....	1885-1899,	14 years*
Hon. Wm. A. Courtenay, South Carolina.....	1887-1908,	21 years
Hon. Charles Devens, Massachusetts.....	1888-1891,	3 years
Hon. Randall L. Gibson, Louisiana.....	1888-1892,	4 years
Chief-Justice Melville W. Fuller, Washington, D. C.....	1888-1910,	22 years
Hon. Wm. Wirt Henry, Virginia.....	1889-1900,	11 years
Hon. Henderson M. Somerville, Alabama.....	1889-	
Hon. Wm. C. Endicott, Massachusetts.....	1891-1897,	6 years*
Hon. Jos. H. Choate, New York.....	1893-	
George W. Childs, Esq., Pennsylvania.....	1893-1894,	1 year
Hon. Charles E. Fenner, Louisiana.....	1893-1911,	18 years
Dr. Daniel C. Gilman, Maryland.....	1893-1908,	15 years
Hon. George Peabody Wetmore, Rhode Island.....	1894-	
Hon. John Lowell, Massachusetts.....	1895-1897,	2 years
Hon. George F. Hoar, Massachusetts.....	1897-1904,	7 years
Hon. Richard Olney, Massachusetts.....	1897-	

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\*Resigned.

Hon. Wm. McKinley, Ohio.....	1899-1901, 2 years
Hon. Theodore Roosevelt, New York.....	1901-
Hon. Hoke Smith, Georgia.....	1901-
Right Rev. William C. Doane, New York.....	1902-
Morris K. Jesup, Esq., New York.....	1902-1908, 6 years
Right Rev. William Lawrence, Massachusetts.....	1904-
Grenville L. Winthrop, Esq., New York.....	1908-
Hon. Martin F. Ansel, South Carolina.....	1909-
Hon. John W. Daniel, Virginia.....	1910-1911, 1 year

## MEMBERS OF THE BOARD AT THE PRESENT TIME.

Hon. Samuel A. Green, Massachusetts.....	1883-
J. Pierpont Morgan, Esq., New York.....	1885-
Hon. Henderson M. Somerville, Alabama.....	1889-
Hon. Jos. H. Choate, New York.....	1893-
Hon. George Peabody Wetmore, Rhode Island.....	1894-
Hon. Richard Olney, Massachusetts.....	1897-
Hon. Theodore Roosevelt, New York.....	1901-
Hon. Hoke Smith, Georgia.....	1901-
Right Rev. William C. Doane, New York.....	1902-
Right Rev. William Lawrence, Massachusetts.....	1904-
Grenville L. Winthrop, Esq., New York.....	1909-
Hon. Martin F. Ansel, South Carolina.....	1909-

## CHAIRMEN OF THE PEABODY BOARD.

Hon. Robert C. Winthrop, Massachusetts.....	1867-1894, 27 years
Hon. William M. Evarts, New York.....	1896-1901, 5 years
Chief-Justice Melville W. Fuller, Washington, D. C....	1901-1910, 10 years
Hon. Joseph H. Choate, New York.....	1910-

## GENERAL AGENTS OF THE PEABODY BOARD.

Dr. Barnas Sears, Rhode Island.....	1867-1880, 13 years
Dr. J. L. M. Curry, Alabama.....	1881-1903, 22 years
Dr. Samuel A. Green (Acting).....	1885-1888 and 1903-1907, 3 and 4 years
Dr. Gustavus R. Glenn (Ass't to Dr. Curry), Georgia..	1902-1903, 1 year
Dr. Wickliffe Rose, Tennessee.....	1907-

## XV. A NEW CAREER FOR PEABODY COLLEGE.

The Trustees of George Peabody College for Teachers met on March 8 and 9, 1910, for the first time after the institution had become a legal reality. It now had its own Board of Trustees, its own charter and had come into actual possession of its own endowment.

Looking back at the past influence of the College, appreciating the value of the traditions of thirty-five years, the College Trustees on March 9 passed the following resolution unanimously:

*Resolved*, That this Board hereby expresses its need of the coöperation and support of all the Alumni of the Peabody Normal College and the University of Nashville in its affiliation with Peabody Normal College, gladly recognizes them as a part of the George Peabody College for Teachers, and accordingly receives them as its own Alumni.

The Board then proceeded to look for a President to guide the destinies of the College. After thorough investigation this office was, July 4, 1910, offered by the Trustees to Prof. Wickliffe Rose, who, however, was forced to decline owing to obligations which bound him to the several Boards for which he was Executive Officer.

At the fourth meeting of the College Trustees, January 17, 1911, the Presidency was offered to Dr. Bruce R. Payne, then Professor of Psychology and Secondary Education at the University of Virginia. Dr. Payne accepted the offer on the following April 8, devoting but a portion of his time to the duties of his office until August 1, 1911. At this same meeting (January 17, 1911), it was decided to discontinue active teaching after the College Commencement June 7, 1911, so that all the energies of the President and the Trustees could be devoted to securing the necessary additions to the endowment and to erecting buildings on the new site. The resolution embodying this action is as follows:

*Resolved*, That it is the sense of this Board that it is inadvisable to further use the funds donated for the foundation and maintenance of the George Peabody College for Teachers for the support of the Peabody Normal College, located in South Nashville; and that Dr. Charles E. Little, Chairman of the Faculty, be notified that after the end of the current scholastic year this Board will discontinue its appropriation for that purpose.

The new site was purchased by the Trustees of the College in accordance with the prescription in the deed of conveyance from the Peabody Education Fund. They bought first about 24 acres of ground known as the Roger Williams tract, for which payment was made October 22, 1910. The Trustees next negotiated

an exchange of the old Peabody Campus in South Nashville for about 14 acres from the south end of the Vanderbilt Campus, payment for the difference being made October 24, 1910. The Trustees next bought the Thompson tract of about 12 acres, contiguous and lying between the former two tracts, payment for which was made February 5, 1910. The College, therefore, has about 50 acres in this new campus, which extends southward and southeastward from the campus of Vanderbilt University. On the Vanderbilt tract are four residences, one of which was taken for the College Office, and another for the use of the Library.

The final act of friendship on the part of the University of Nashville was the gift, in June, 1911, of the library, which has been built up through the accumulations of over one hundred years, both by the University of Nashville itself and by the funds of Peabody College. When it became necessary to move from the old campus, this library was the chief treasure to be handled. The old shelves were brought over to the new place and installed and repainted, and the books, taken down systematically, were replaced in the shelves in almost their original position. But not even the smallest items of property were neglected. The most insignificant object with which any class or literary society was associated, was carefully brought over to the new campus and housed for safe keeping until the College shall reopen for the reception of students. To take care of all its household effects required most of June, July and August, 1911. The business of the College is now located upon its new campus, and building operations are being begun upon a large scale with the hope that before long the College will have a visible home to which it can invite its hosts of friends.

One of the most important undertakings confronting the College Trustees was the necessity of raising an additional \$1,500,000. The President and the Trustees of the College presented to the Committee of Five of the Peabody Board on May 12, 1911, the claims of the College for a further share in the final distribution of the Peabody Education Fund. The Committee of Five made a favorable recommendation, which was accepted by the Peabody Trustees at their meeting of November 1, 1911, and it was unanimously

*Voted*, That the sum of \$500,000 be contributed to the George Peabody College for Teachers on condition that the sum of \$1,000,000 be raised from other sources within two years and that of the total sum of \$1,500,000 at



least one million dollars be used as a permanent endowment. (Proceedings, November 1, 1911, p. 18.)

In the following January the needs of the College were presented in a personal way to Mr. J. Pierpont Morgan, and Mr. Morgan, writing from Egypt under date of February 26, 1912, agreed to subscribe the last \$100,000 of the \$1,000,000 still needed. This munificent gift greatly encouraged the College Trustees and aroused a favorable attitude all over the country.

Another generous gift for a most important feature of the work to be instituted by the College was conditionally offered towards the \$1,000,000 by the General Education Board. The sum of \$250,000 was given as endowment for the Seaman A. Knapp School of Country Life on May 24, 1912.

At the last College Commencement June 7, 1911, the largest gathering of Alumni in the history of the institution was secured and appropriate exercises were held, which took into account, in a fitting way, the closing of the old regime and the inauguration of the career of Greater Peabody. The details of that memorable gathering are fully recorded in the bulletin of July, 1911. One of the most important acts of the Alumni Association at its meeting of June 6, 1911, is embodied in the following resolutions:

WHEREAS, We have come to a period of transition and expansion in the organization and life of the George Peabody College for Teachers, and this necessarily presents to us the problem of reorganization for a similar expansion of the Alumni Association of this College; therefore, be it

*Resolved*, That the constitution be amended so as to provide for the election here and now of the following officers of this association, to serve for two years, and to constitute the executive committee of this association: A president, a secretary, a treasurer, and a vice-president from each of the following states: West Virginia, Virginia, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana, Texas, Arkansas, and Tennessee.

That these officers constituting the executive committee of this association be delegated to work out and report back to this association at its next regular meeting some plan for a more systematic and effective organization of the association.

That the treasurer of the association is hereby instructed and empowered to secure possession of certain

funds of this association now in the keeping of the secretary-treasurer of the college, and to deposit the same to the credit of the association.

And, further, that the executive committee of this association be instructed to define the functions of these funds in the light of present conditions and empowered to apply these in accordance with the functions defined.

That the executive committee be instructed to take up with the Board of Trustees of George Peabody College for Teachers the consideration of some plans by which the association may secure representation on the said Board of Trustees.

That the executive committee be further instructed to formulate plans whereby the Alumni may coöperate in the work of raising the \$1,000,000 needed to secure the additional \$500,000 from the Peabody Fund and to proceed as soon as expedient to carry their plans into execution.

In accordance with these resolutions, officers were elected, and these, constituting the Executive Committee of the Peabody Alumni Association, formulated plans for raising \$200,000 for a scholarship endowment fund.

Other donors have shown their interest by smaller gifts, but impelled by as generous motives as prompted the larger ones.

When the reorganization of Peabody College reached the point where a complete budget could be calculated, the Trustees of the Peabody Education Fund appointed for this purpose the Committee of Three. A report, both on the educational and financial aspects, was made by the Committee to the Trustees of the Peabody Education Fund on October 3, 1906. This report (see Section XI, above) formed the basis on which George Peabody College for Teachers is now being constructed.

A financial report to August 1, 1912, has been made as follows:

Amount estimated as necessary to begin the greater work .....	\$3,200,000
Contributed prior to 1910:	
By Peabody Education Fund.....	\$1,000,000
By State of Tennessee, County of Davidson, and City of Nashville.....	550,000
From sale of grounds and buildings, donated by University of Nashville (estimated).....	150,000
Total raised from 1903 to 1910.....	\$1,700,000
Leaving balance to be raised.....	\$1,500,000

Additional sum offered November 1, 1911, by Pea-	
body Education Fund, provided \$1,000,000 more	
is raised .....	\$ 500,000
Pledged by J. P. Morgan as last part of the \$1,000,000	100,000
Pledged by General Education Board for endow-	
ment of Seaman A. Knapp School of Country Life.	
	250,000
A number of personal subscriptions.....	22,000
<hr/>	
Total amount pledged.....	\$ 872,000
<hr/>	
Leaving balance to be secured if conditions are to	
be met .....	\$ 628,000

Former students have agreed to raise \$200,000 of this amount.

According to stipulations, the College will suffer great financial loss unless this balance is raised within the next fifteen months. The Trustees of George Peabody College for Teachers are, therefore, earnestly asking the friends of education throughout the United States to contribute the remaining sum.

A second important task of the College Trustees is the proper development of the site for the new College plant. In the fall of 1911, after every important institution in the country had been visited by President Payne or by some of the College Trustees, plans were determined upon for the general layout of grounds and buildings and for the selection of a competent expert force of architectural and landscape supervisors. Messrs. Ludlow & Peabody of New York City, one of the most noted of the younger firms in the country, were selected as the architects in September. Mr. Warren H. Manning of Boston, who has done some of the most celebrated designing of grounds for schools and parks in the last twenty-five years, was, in October, selected as landscape engineer. To assist President Payne and the College Trustees in their study of this important question, an advisory board of three members was chosen. This was an unusual piece of good fortune, for the gentlemen who consented to serve in this capacity were busy college professors and administrators, who, however, were induced to accept the places on the advisory board because of their great interest in Peabody College and the opportunity of intelligently planning the physical surroundings of a whole institution as conceived for immediate development and for ultimate realization in ten, twenty, fifty, or even a hundred years. The three members of the advisory board are Dr. Ernest D. Burton, Professor in the University of Chicago, who has superintended, as chairman of the building committee, the erec-

tion of that magnificent pile of buildings; Dr. Frederick A. Goetze, Dean of the Schools of Mines, Engineering and Chemistry at Columbia University, who has supervised the erection of the great building operations at that institution for the past fifteen years; Dr. W. A. Lambeth, who has served in a similar capacity at the University of Virginia, and is thoroughly conversant with the architectural motives dominating that institution, so tastefully planned by Thomas Jefferson and the first college in this country to be inaugurated with a consistently harmonious scheme of architecture.

All of these agencies vigorously went to work on the architectural features of the campus. A scheme of buildings was sketched out by the Architects, criticised by the Advisory Board, gone over again and again by the Architects and the Advisory Board and President Payne and the College Trustees. At the meeting of the College Trustees January 16, 1912, a complete layout for grounds and buildings was submitted. Barely a quorum of the Board were present at this meeting and the Architects were requested to supply an additional sketch for further consideration. When the Board of Trustees met on February 17, 1912, every member was present and after full discussion adopted, in its essential features, what was called plan N-Z.

The scheme of buildings adopted by the Trustees has been submitted to a great number of persons competent to judge and has received universal and unqualified approval. The conception proposed is the result of most thorough investigation by the Trustees and President Payne and upon the matured advice of the Architects, the Landscape Engineer, and the Advisory Board. Nothing that could legitimately be demanded has been overlooked, but the most ample evidence from every source has been gathered by prolonged and conscientious study. The disposition of the units which make up the whole architectural composition was given as careful study as was the general layout. All concerned may well feel that everything has been done to arrive at a conclusion, not only wise, but also just to every interest involved.

The plans adopted on February 17 contemplate the final erection of eighteen academic buildings and fifteen residence halls, besides a practice school, a magnificent social service building, and a five-acre athletic field complete in every detail.

The style of architecture will be Classic throughout, but with many details planned after the best traditions of the Southern Colonial. The buildings will not be more than three stories high, be-



cause it is the special aim of the College authorities and the Architects to establish a school where students can find comfort in the everyday use of buildings as well as get enjoyment out of seeing beautiful exteriors. A series of units is planned in such a way as to give far greater service than would a few mammoth buildings. The central court of the entire campus is located along Edgehill Avenue, and will be developed in parklike design. A transverse quadrangle from the west will have easy access to this central court, and its buildings will make a converging vista towards this center. A second transverse quadrangle similarly attaches to the central court, coming into it from the south and parallel with the Hillsboro Pike. These details can be fully studied by the aid of the birdseye view and plot plan at the front of this Bulletin.

The key building of the south quadrangle will be located near the crest of the hill on the east side of the Hillsboro Pike. This structure will be the Social-Religious Building, where it is planned to have Y. M. C. A., Y. W. C. A., and literary society rooms, parlors, committee rooms, Bible class-rooms, auditoriums, social service rooms, gymnasium, and other features for the enjoyment and development of the students. This building will be in the center of the residence halls and will, therefore, serve admirably for developing the students along social and religious lines, entirely apart from the routine of the class-room.

A special feature of the campus will be complete nature study plots, agricultural sections, and school gardens for practical illustration of subjects in this connection.

The buildings to be erected first are the Manual Training Building and Power House, the Domestic Economy Building, one Residence Hall for Women, and the Psychology Building; see cuts, pp. 112, 128, 144, 160. Actual work on the first of these was begun Monday, July 29, 1912.

The four buildings to go up during the next twelve months are estimated to cost about \$350,000. It is intended that these shall be ready for beginning the work of instruction and reception of students in September, 1913.

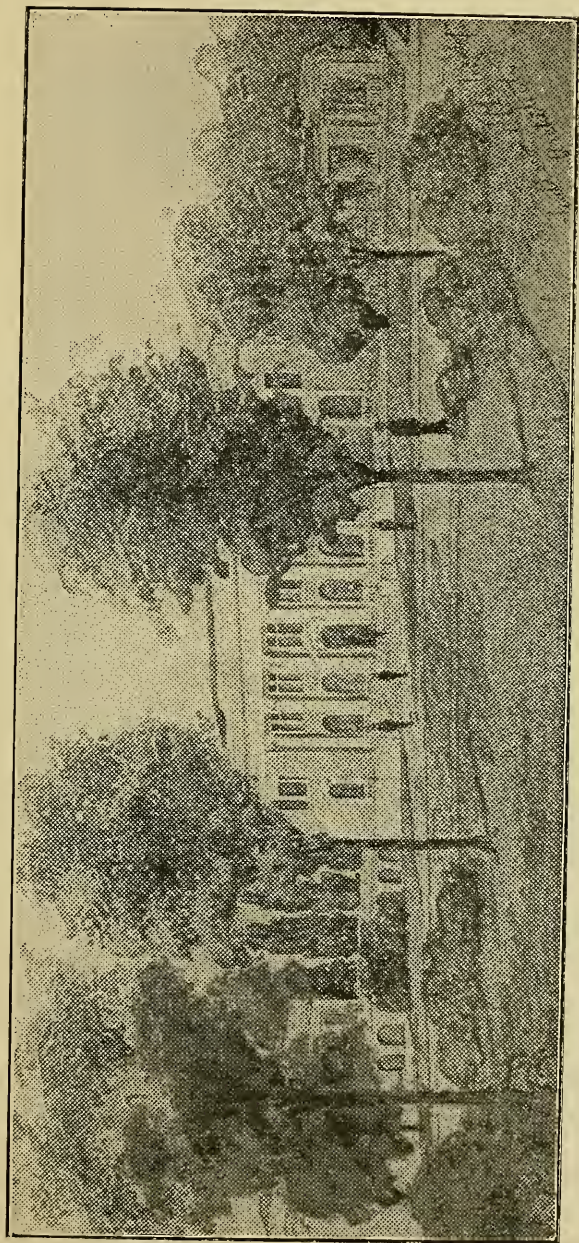
In addition to the four new buildings to be erected, there are already on the campus four other substantial buildings of brick which were acquired when the site was purchased. One of these is on the Roger Williams tract and three are on the Vanderbilt tract (near Nos. 4, 21, 24, and 29 respectively on plot plan). These buildings will be remodeled and made ready for housing temporarily many activities of the College for which it is not possible to make adequate permanent provision at the outset. By this ar-



rangement it will be possible to start all departments of work in September, 1913, upon completion of the four buildings now under way. These buildings will not only accommodate the subjects for which they are designed, but will for the time take care of the less technical subjects not requiring special laboratories. History, English, Latin, mathematics, literature, etc., can be taught in laboratory buildings, while laboratory subjects can not be successfully handled at all in non-laboratory buildings. Another important means of securing subjects not offered by the College will be provided by an exchange of facilities with Vanderbilt University. By this arrangement, subjects offered by either institution will be open to all students. This will provide an exceptionally rich variety of subjects and courses for students of both institutions,—particularly for advanced and graduate students. It is expected that this affiliation will not only be of mutual service, but of very great advantage to Southern education.

The entire scheme of buildings and development of grounds is estimated by the Architects to cost about \$2,500,000. By their action in February the Trustees of George Peabody College for Teachers made a signal beginning on a vast educational scheme. It is hoped that year by year two or three of these buildings shall go up and finally the whole symmetry and completeness of the scheme will be realized in all its grandeur. The striking and tasteful features of the architectural composition proposed have received commendation from all unprejudiced and competent sources. When this project shall be completely realized, or even well under way within the next few years, there will be in Nashville an educational institution, worthy of the service it means to render the entire South and the Nation.

A third task of the College Trustees and President Payne has been to secure a faculty and to formulate a curriculum adapted to the vision and vast opportunities lying before the College. Much thought and effort have been given to this part of the necessary details, although any one of the three tasks of raising funds and erecting a new plant and creating broad courses of study would have been enough to absorb all the energies of a score of workers. A tentative formulation of this third task in outline has been reduced to print and will be issued as a Supplement to this Bulletin. No ultimate details have been attempted in this article on the "Function of George Peabody College for Teachers," but it contains the larger items which are to constitute the policy of Greater Peabody College.



#### 4. PSYCHOLOGY BUILDING

Essential for coordinating the whole equipment of every type of teacher. No. 23 on plan.

The four buildings pictured in this Bulletin constitute the minimum plant with which it is possible to open for the reception of students. These buildings will be begun in quick succession. It is expected that they will all be ready September, 1913. Four other substantial buildings already on the campus will be remodeled for temporary use.



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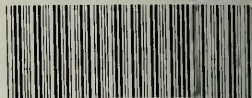


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